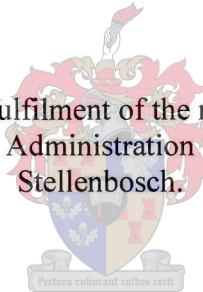


**BASIC TRAINING IN THE SOUTH AFRICAN POLICE SERVICE:
DETERMINING THE PERCEPTIONS OF POLICING SKILLS OF
ENTRY-LEVEL CONSTABLES**

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13059459

Thesis presented in partial fulfilment of the requirements for the degree
of Master of Public Administration at the University of
Stellenbosch.



STUDY LEADER: BELINDA KETEL

March 2007

DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and has not previously in its entirety or in part been submitted to any university.

L L GOSSMANN

DATE

SUMMARY:

The focus of this study is to determine the perception of entry-level constables, field training officers and supervisors with regard to the level of competencies in the condensed Police Basic Training Programme. The research was done in the Pretoria area, which consisted of twenty-one stations and the Pretoria West Basic Training College. The entry-level constable should complete both the college phase and the field training phase to be declared competent. The entry-level constable completed a questionnaire after completion of the college training and completed a second questionnaire after completion of the field training. The sample group consisted of a convenience group based in the Pretoria area representing the majority of the stations in the area. The supervisors of the entry-level constables were also requested to complete a similar questionnaire. The researcher interviewed the field training officers and mentors by means of a semi-structured questionnaire.

The entry-level constables were questioned on thirty-seven competencies during both the college and field training. Some competencies included were basic, whilst the other were classified as complex competencies. The duration of the college training and the field training were each four months. The entry-level constables were taught on various subjects in academics that included Law, Elements of a crime, Specific crimes, Statutory and Common Law, Communication, Detention and Law of evidence. Other areas of training were Musketry, Drill and Physical training.

OPSOMMING:

Die fokus van hierdie studie is om die persepsie van intree-vlak konstabels, veldopleidingsbeamptes en toesighouers te bepaal aangaande die vlak van bevoegdhede in die gekondenseerde Polisie Basiese Opleidingsprogram. Hierdie navorsing is in die Pretoria-area voltooi, en sluit 21 stasies asook die Pretoria-Wes Basiese Opleidingskollege in. Die intree-vlak konstabel moes beide die kollege- en die veldopleidingsfase voltooi het om bevoegd verklaar te word. Die intree-vlak konstabel het 'n vraelys voltooi na die voltooiing van beide die fases van opleiding. Die proefgroep het uit 'n geskiktheidsgroep bestaan wat in die Pretoria-area gestasioneer is en verteenwoordig die oorgrote meerderheid van die stasies in die area. Die toesighouers oor die intree-vlak konstabels is ook versoek om 'n vraelys te voltooi. Die navorser het onderhoude gevoer met die veldopleidingsbeamptes en mentors met behulp van semi-gestruktureerde vraelyste.

Die vraelys het 37 bevoegdhede van die intree-vlak konstabels getoets wat hulle tydens beide hul kollege- en veldopleiding aangeleer het. Sommige van hierdie bevoegdhede was basies terwyl ander as komplekse bevoegdhede geklassifiseer is. Die tydsduur van die kollege- en veldopleiding was vier maande elk. Die intree-vlak konstabels het opleiding in verskeie vakke ontvang insluitende Regte, Elemente van 'n oortreding, Spesifieke oortredings, Landswette en Gemene reg, Kommunikasie, Aanhouding en Regte van bewyse. Ander areas van opleiding sluit in skietkuns, dril oefeninge en fisieke opleiding.

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“Study to show yourself approved unto God, a workman that needed not to be ashamed, rightly dividing the word of truth”

2nd Timothy 2:15

I would like to thank the School of Public Management of Stellenbosch University for assisting me to develop myself. I would also like to thank my supervisor Ms Belinda Ketel for guiding me through the process. I also acknowledge the management of the Training division of the South African Police Service for granting me the opportunity to conduct my research in this field.

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*“To God be the glory
Great things He has done”*

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CHAPTER 1

INTRODUCTION

1.1 Introduction

The Basic Training Learning Programme of the South African Police Service will be the focus point of this study. The purpose of this chapter is to provide an outline of the study, with the main aim to give an underlying understanding of the study. The problem statement highlights the framework in which the researcher has worked. The research design and methodology included in this chapter clearly shows how the research will be conducted.

An overview of the chapter is the background of the study which explains why the research was done on the specific problem statement. The actual problem statement is explained and the research questions, the design and methodology are discussed. The organisation of the study is laid out for clear guidance on how the research will be done.

1.2 Background

Since 1994 South Africa has been ruled by a democratically-elected government. One of the challenges that the government has had to deal with, is the transformation of the organs of state, particularly those stigmatised by apartheid like the Defence Force and more especially the South African Police Service (SAPS). The SAPS image was tainted since they were viewed as being responsible for upholding unjust laws. The development of the country's Constitution (Constitution of the Republic of South Africa) after 1994 meant that functions of state, like the SAPS needed to develop a new vision in keeping with the spirit and letter of the Constitution (Van Rooyen, 1994: i).

The Constitution is based on the principles of fundamental Human Rights, and includes principles such as transparency, efficiency and community policing which have a major impact on policing in the country. This necessitated not only a process of fundamental

change on a wide front within the present policing establishment, but also a re-evaluation of policing principles and practices by both the community and the SAPS.

Community policing is enshrined in the Constitution and must be made to permeate every aspect and level of policing in South Africa (Van Rooyen, 1994: ii).

“The vision of the Police Service must be oriented towards community development, in the sense of improving the quality of life of citizens and communities” (Minister of Safety and Security, (1994) cited in Fox, Van Wyk & Fourie, 1998:182). This quote emphasises the importance attached to Community policing and highlights the challenges the SAPS faced.

The preparation of police for a community-orientated function meant that new training strategies had to be implemented to overcome the limitations of the traditional methods used before. The view of police as crime fighters led to a limited training philosophy and obscured the real aim of policing, namely the creation and maintenance of an organised and stable society (Van Rooyen, 1994:5). According to Marion (1998:54) both practitioners and academics agree that the primary function of SAPS training is to help an officer to perform on the job. The question then remains: Does the training of future police officers effectively prepare them for the job?

The International Training Committee (ITC) produced a research report that resulted in the compilation of a new curriculum for Basic Police Training in the SAPS. Basic police training would consist of college and tactical training which would be followed by field training. The Basic Police Training Programme was established in 1994. A Multinational Implementation Team (MIT) was appointed to oversee the implementation of the pilot programme at the colleges in Pretoria and Hammanskraal. The following countries were represented on the MIT: Zimbabwe, Sweden, the Netherlands, the United Kingdom and South Africa (Reynecke, 1995:2-3).

The Basic Police Training Programme was implemented in 1995 and comprised twenty-six (26) weeks of college training, followed by tactical training presented at Maleoskop,

followed by a 22-week field training programme, also known as on-the-job training. The approved Basic Police Training Programme was presented at different colleges countrywide and was cascaded to trainers, who in turn would train other trainers.

At the end of 2001 the National Commissioner of the SAPS approached training management to train 24 000 more recruits over a period of three years. Due to limited capacity and lack of infrastructure the top management approved a condensed Basic Police Training Programme. This programme comprised a 32-week training programme which consisted of 12 weeks of college training, followed by 4 weeks of tactical training and 16 weeks of field training (on-the-job training) in the workplace (SAPS internal communication document, 2001:1-2).

SAPS officials are continuously being criticised by the public about poor job performance. The implementation of the Condensed Basic Training Programme led to the questioning of quantity and not quality training. These perceptions need to change, since the SAPS management, of which this researcher is a part, is continuously creating strategies, structures and training interventions to improve the skills and competencies of police officials.

1.3 Problem statement

Due to negative public comments and perceived inadequacies in certain basic competencies, entry-level constable training has been the subject of much debate. No study has been performed on the perceptions of entry-level constables of the condensed Basic Police Training Programme, thus underlying the importance of this study.

1.4 Research question

Since the purpose of this study is to determine what the perceptions of policing skills of entry-level constables are, the research question is framed as follows:

What are the perceptions of entry-level constables about policing skills?

1.5 Research design and methodology

This research was conducted at the Basic Police Training College in Pretoria West during the period November 2000 to June 2004. The researcher selected the above training institution because he was familiar with the environment and its history, having been the commander at the institution for two years. This institution is the largest of all National Basic Police Training institutions in the SAPS. The College accommodates 2016 students per four-monthly intakes. It has approximately 500 personnel of whom 130 are trainers. Students from all nine provinces in the RSA receive basic police training at this institution. Permission was obtained from the component head of the Research and Curriculum Development to conduct the research in accordance the national instruction of 2006

The research was conducted using both quantitative and qualitative methodologies. This researcher chose a qualitative approach to supplement the quantitative study, because, according to Miles & Huberman cited in Fouche (2003:9) "...qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting".

1.5.1 Quantitative method

According to Leedy & Ormrod (2005:179) quantitative research involves either identifying the characteristics of an observed phenomenon or exploring possible correlation among two or more phenomena. According to Mouton (2001:109) the numeric data consists of statistics and numbers.

The following need to be taken into account to meet the requirements of quantitative research (Goosen, 1999:5):

- Objectiveness: The research procedures are clearly determined and questionnaires are structured so that the preferences of the researcher do not influence the research.

- **Generalisation:** The sample group was selected from a larger population which consisted of a representative group that included entry-level constables, field training officers and supervisors. Both the learners and the supervisors were selected from the Pretoria area. Although the sample population was well spread and representative from the Pretoria area, other provinces and the other basic police training institutions were not included in the study. This may influence the generalisation of data and recommendations.
- **Repeatability:** The researcher strives to conduct and report the research in a way that other researchers will reach similar outcomes when repeating the research method.

The quantitative methods used in this study are:

Survey Research Methodology

The researcher strives to identify the relationship amongst the comments on perception about levels of competence received from the learner, field training officer and the supervisor.

Case Study Methodology

A case study concerns the investigation of phenomena within a context. A case study is used as a strategy to pull together the methods used in this research, namely descriptive statistics and qualitative research. This will be realised through the use of questionnaires and interviews.

The following measurement instruments were used during the research to obtain information: questionnaires and conducting of interviews with entry-level constables, station managers and programme instructors. These measures took into account the following principles:

- **Reliability:** The questionnaires should yield the same results when replicated under similar circumstances. Also, to increase reliability, interviews will be used to complement the statistical data (Goosen, 1999:6).

- Validity: According to Cohen, Mannion & Morrison (2000) the data in the questionnaire and information obtained from interviews are crucial to achieve the aim of the research. The aim of the research is to determine the perceptions of entry-level constables about their competency to perform the job.

1.5.2 Qualitative approach

According to Leedy & Ormrod (2005:133) qualitative approaches have two things in common and firstly focus on phenomena that occur in the natural and secondly they involve studying those phenomena in all their complexity.

In order to create a broad perspective of the level of competence of entry-level constables, qualitative information was used to support quantitative data.

Perception skills could be determined quantitatively and one could also find some descriptive answers and information to support quantitative data. Qualitative data is used to put quantitative data into perspective.

According to Goosen (1999:7) the general attributes of qualitative research applicable to this study can be summarised as follows:

In this study the view of the field training officer will be obtained to further determine the level of competency of the trainee constable. This will already have been determined quantitatively, but in order to have a broader perspective and improve validity, field training officers will be interviewed according to experience. The field training officers selected will be connected to both the learner and the supervisor in the workplace. A direct correlation will be made between quantitative and qualitative data based on this information.

The interaction between qualitative and quantitative methods

The above-mentioned methods delivered different results concerning aspects in similar situations as in this case. The results from both methods can be used to supplement one another and give a holistic view of the results.

Certain aspects of the levels of competency will be researched quantitatively, whilst other aspects will be done qualitatively. The interaction between both methods improves the reliability and validity of the study.

Structured questionnaires will be used with open-ended and closed questions for supervisors and entry-level constables. Informal interviews will be conducted with field training officers.

The sample population will be selected randomly, consisting of 30 supervisors, 11 field training officers and 30 entry-level constables, resulting in a total study population of 71, which will be representative of the approximately 150 entry-level constables who will be transferred to the Pretoria area after the completion of the Basic Police Training Programme. The selection of the sample population was done once-off during 2004. These entry-level constables will be stationed at 21 stations in the Pretoria area. The criteria for selection of the sample group will primarily be entry-level constables stationed in the Pretoria policing area because of time and financial constraints.

After the completion of the Basic Police Training Programme in the college, entry-level constables will be required to complete the first structured questionnaire. The questionnaire will be based on the SAPS competency profile, requiring entry-level constables to rate their own perception of competencies on a scale of 1-3. To improve reliability and to counteract the assumption that the students are subjective, the supervisors will also complete the same questionnaire, rating the entry-level constables' perception of their competencies. Further structured interviews will be held with the field training officers. After students have been transferred to their respective stations and have completed their training at stations, they will complete a second questionnaire and rate

their perceptions of competencies because they had been exposed to practical experience of policing.

By analysing the data the researcher will attempt to establish which competencies entry-level constables have developed whilst under Basic Police Training, and which need to be developed further in order for them to perform their jobs. The data will also be used as a basis for the skills development plans of entry-level constables.

1.6 Organisation of the study

This study is constituted as follows:

Chapter One gives the background for this study together with the methodology used. It also focuses the problem statement, research question and the design of the study.

Chapter Two focuses primarily on education and training within public management and human resource management, which includes legislation focusing on skills development within the organisation. It also discusses the importance of the evaluation of training programmes and the assessment of skills within a training programme. Chapter Three focuses on the history of as well as new approaches to and education and training within the SAPS. Chapter Four focuses on the analysis and discussion of research data, Chapter Five focuses on the interpretation of the data and findings. Chapter Six consists of the recommendations and conclusion.

1.7 Conclusion

This chapter focused on the background, problem statement and the methodology of the study. It provided a framework within which the problem was defined.

The research problem aims to assess the perceived abilities of entry-level constables to the SAPS after completing the Basic Police Training Programme.

Public management and human resource development will be outlined as the broader framework within which training and development need to be implemented in the organisation. Training and skills development, the impact of legislation, policy and the evaluation of learning programmes will be discussed by the researcher.

CHAPTER 2

TRAINING AND SKILLS DEVELOPMENT WITHIN THE PUBLIC SERVICE

2.1 Introduction

This chapter will focus on training and skills development within the SAPS as part of the human resource management system within public management.

The legislative and policy framework of the Skills Development Act 7 of 1998, the evaluation of training and development programmes and the assessment framework influence the nature and design of training and development programmes. This legislation impacts largely on public management and human resource development, since it determines that all public departments have to implement training and development in accordance with the relevant acts. Integrated policies and procedures are required to achieve maximum implementation within an organisation. De Waal (2001:160) developed a National Qualifications Framework (NQF) to assist organisations with the implementation of legislation.

The main aim of this chapter is:

- To discuss public management within the broader public sector;
- To highlight the role of human resource management and human resource development within public management;
- To discuss skills development within the public sector;
- To discuss the assessment of skills and the evaluation of learning programmes.

2.2 Public management

2.2.1 Introduction

The term public management refers to a branch of the larger field of public administration or public affairs. "Public management overviews the art and science of applied methodologies for public administrative program design and organisational

restructuring, policy and management planning, resources allocations through budgeting systems, financial management, human resources management, and program evaluation and audit” (Ott, Hyde & Shafritz, 1991:1). Public management is concerned with the functions and processes of management at all governmental levels and their assisting non-profit sector. “Thus public management focuses on the managerial tools, techniques, knowledge and skills that can be used to turn ideas and policy into programs of actions” (Ott, Hyde & Shafritz, 1991:1). The focus of turning the skills and development policy into programmes of action will be examined in order to identify the effectiveness of the training programmes for new recruits within the SAPS. Public management also has a set of values in which it operates that includes:

- Popular sovereignty
- Separation of powers
- Checks and balances
- Individual rights
- Pluralism
- The public benefit
- Collective (or social) goods
- Free access to information
- Representativeness
- Equality of opportunity
- Equity in treatment

(Ott, Hyde & Shafritz, 1991:1)

To realise these values the safety and security of individuals in South Africa is the focal point of media discussions. This brings us back to the problem statement of this research: What are the perceptions of entry-level constables of how well their training prepares them to do their jobs. The Batho Pele principles can also be linked in support of this set of values for public management. Batho Pele means “people first” and was created to promote and transform the public sector. The principles are:

- Consultation: This means that citizens should be consulted about the level and quality of public service they receive and if possible, should be given a choice of services.
- Service standards: This entails that citizens should be aware of the level and quality of services they will receive so that they are aware of what to expect.
- Access: All citizens should have equal access to services to which they are entitled.
- Courtesy: Citizens should be treated with courtesy and consideration by public servants.
- Information: This refers to citizens that should be given full, accurate information about the public services they are entitled to.
- Openness and transparency: This means citizens should be told how departments are run, how much they cost and who is in charge.
- Redress: This means that if the promised standard of services is not delivered, citizens should be offered an apology, a full explanation and a speedy and effective remedy.
- Value for money: Public services should be provided economically and efficiently in order to give citizens the best possible value for money.

(<http://www.dpsa.gov.za/bathopele.htm>)

2.2.2 Management functions

The public managers' functions are no different from those of their counterparts in the private sector. Government employs accountants, attorneys, chemists, physicians, janitors, secretaries, engineers, teachers, truck drivers and thousands of other professionals and service people. There are some occupations where the government provides the primary occupational outlets, like air traffic controllers, police officers, social workers, military careerists and highway engineers. (Ott, Hyde & Shafritz, 1991:2). According to Denhardt & Grubbs (2003:2) part of the management function is:

1. External awareness: Identifying and keeping up-to-date with key agency policies and priorities and/or external issues and trends (e.g. economic, political, social, technological) likely to affect the work unit.

2. Interpretation: Keeping subordinates informed about key agency and work unit policies, priorities, issues and trends and how these are to be incorporated into work unit activities and products.
3. Representation: Presenting, explaining, selling and defending the work unit's activities to the supervisor in the agency, and/or to persons and groups outside the agency.
4. Coordination: Performing liaison functions and integrating work unit activities with the activities of the other organisations.
5. Work unit planning: Developing and deciding upon longer-term goals, objectives and priorities; and developing and deciding among alternative courses of action.
6. Work unit guidance: Converting plans to actions by setting short-term objectives and priorities; scheduling / sequencing activities; and establishing effectiveness and efficiency standards/guidelines.
7. Budgeting: Preparing, justifying and/or administering the work unit's budget.
8. Material resources administration: Assuring the availability of adequate supplies, equipment and facilities; overseeing procurement/contracting activities; and /or overseeing logistical operations.
9. Human resources management: Projecting the number and types of staff needed by the work unit, and using various personnel management system components (e.g., recruitment, selection, promotion, training and development, performance appraisal) in managing the work unit.
10. Supervision: Providing day-to-day guidance and oversight of subordinates (e.g., work assignments, consultation, etc.); and actively working to promote and recognise performance.
11. Work unit monitoring: Keeping up-to-date on the overall status of activities in the work unit, identifying problem areas, and taking corrective actions (e.g., rescheduling, reallocating resources, etc.).
12. Programme evaluation: Critically assessing the degree to which programme/project goals are achieved and overall effectiveness/efficiency of work unit operations; to identify means for improving work unit performance.

For the purpose of the literature review the focus will be placed on human resource management, primarily focusing on the training and skills development within the framework of the new Skills Development Act.

2.3 Human resource management

The purpose of human resource management is to ensure that people will be available to provide the continued smooth functioning and growth of the public service (Van der Walddt, Van Niekerk Doyle, Knipe & Du Toit, 2002:53).

The White Paper on transforming Public Service Delivery (1997) stresses the need for a planned and coordinated approach to human resources management, with training and development as an integral part of the broader process of human resources management.

The planning of human recourses will need to include:

- An analysis of key external and internal factors impacting upon the human resource requirements
 - An analysis of the key strategic priorities in line with its framework, public service commitment, and prevailing time and budgetary constrains
 - An analysis of human resources required to implement these priorities on a short-, medium- and long-term basis
 - An analysis of the current human resources profile and the current human resources availability in the market
 - A projection of the likely human resource availability in the future and manner in which this will address future human resource requirements (this is particularly important with regards to the high turnover of staff and shortage of skills)
 - Development of training and staff development programmes with the training centres for new recruits to address the gap between required and existing human resources
- Van der Walddt, van Niekerk Doyle, Knipe & Du Toit, 2002:53).

Thus, together with the implementation of an effective human resource management programme, an independent Human Resource Development department must be created to assist the human resource manager with the skills development and training task.

2.4 Human resource development

2.4.1 Human resource development

Human resource development (HRD) is described as the integrated use of training and development and organisational development to improve individual, group and departmental effectiveness (Harris & De Simone, 1994:9). The focus on training and development is to identify and help develop the key competency that enables individuals to perform currently and in future. The focus of organisational development is to ensure inter- and intra-unit relationships and to help groups initiate and manage change. (Harris & De Simone, 1994:9) Career development is aimed at ensuring and aligning individual career planning and departmental career management processes in order to help match the individual's needs within the needs of the department (Harris & De Simone, 1994:9)

Harrison (1993:300) defines HRD as the planned learning and development of employees as individuals and groups, to the benefit of a department as well as its employees. Howitz *et al.*, (1996:138) take the concept further by stating that HRD would not only benefit the individuals in their job performance, but will also enable and skill them in other social, cultural, intellectual and political roles that the environment/society demands from them. Sambrook (2001:170) maintains that HRD is not an easy concept to define, due to the fact that the theoretical foundation of the Human Resource Development cannot be traced to economic, psychological or systems theory alone, but it encompasses all other disciplines.

Sambrook (2001:170) explores other perspectives to the study of Human Resource Development and calls it the "negotiated order perspective". Training and development are attached not only to departmental goals but to individual goals. Training and development should be practiced within a particular environment. For example,

management training of nurses will vary from management training of engineers. Different competencies and skills are required and the environment should have a significant impact on the type of training and development.

Training programmes, including basic training of police officials, are developed to address the goals and objectives of the organisation. Whenever organisational goals and objectives cannot be achieved it is often because of training programmes being misdirected, poorly designed or inadequately evaluated. According to Sherman, Bohlander & Snell (1998:215) investment in training and development have maximum impact on individual and organisational performance. A systems approach should be used, namely to conduct a needs assessment, design, implement and evaluate the training programme.

According to Sherman, Bohlander & Snell (1998:258) career development can be viewed as a strategic process in which maximising an individual's career potential is a way of enhancing the success of the organisation as a whole. Due to competition for promotion, innovation in technology and pressures for equal opportunities in the workplace, organisations need to have career development programmes in place.

These programmes should focus on determining individual and organisational needs, create favourable conditions for employees, create job opportunities, develop management career development programmes and create career development for a diverse workforce.

2.4.2 Competency-based human resource development

According to De Waal (2001:158) the NQF is the means that South Africa has chosen to bring about a systemic change in the nature of education and training systems. If an organisation follows the approach set out by the NQF, that organisation will have to adopt a competence-based approach to its human resource practices.

Competence refers to an employee's capacity to meet (or exceed in) a job's requirements by producing the job outputs at an expected level of quality within the constraints of the organisation's internal and external environments (Dubois, cited in De Waal, 2001:158).

Competency refers to the discrete dimensions of behaviours people need to display in order to do a job effectively. All the work-related personal attributes, knowledge, skills and values that a person draws upon to do his/her work well (De Waal, 2001:159). Thus a competence-based approach means a combination of two terms. Competence therefore dually refers to the nature and quality of the outcomes that need to be achieved in combination with its underlying and implied competencies (De Waal, 2001:160).

Competency-based human resource development is about performance. This deals with high levels of individual contribution and organisational effectiveness. Competent people at work are those who meet their performance expectations. They are capable of using their knowledge, skills and personal attributes to achieve the objectives and standards specified for their jobs (Ketel, 2005:98).

The concept of competence and the result of competency are used to improve the processes of recruitment and selection, employee development, assessment and performance management. Competence and the existence of a competency framework can provide a basis for integrating key human resource activities and achieving a coherent approach to the management of people (De Waal, 2001:159).

A weakness of the competency-based approach is that critical competencies are not static and therefore, as the organisation and its situation changes, work profiles which were defined for an earlier situation, will have to be revised.

2.5 Skills development in the public service

There is a critical need for departments and the Public Service to optimise the existing skills of staff through multi-skilling (Briefing to the Select Committee on Local Government and Administration, 2002:5).

The Skills Development Act provides a concrete strategy and tools to actualise key government legislative and policy imperatives on matters related to development in the Public Service, by promulgating the setting up of Sector Education and Training Authorities (SETAs) that will ensure the provision of quality and appropriate education and training in a more sustainable and coordinated manner within the context of the National Qualifications Framework (Briefing to the Select Committee on Local Government and Administration, 2002:5).

Sector Education and Training Authorities (SETA) are established through the Skills Development Act (Act 97 of 1998). Every sector in the workforce has its Sector Education and Training Authority. The purposes of the SETA are to implement and manage the Quality Assurance functions, the Work Place Skills Plan/Sector Plans, Learnerships and Internships. SETAs are also responsible for the implementation and management of the National Skills Strategy. The PSETA is responsible for the implementation and management of the same functions as mentioned above and focuses on the public sector (Skills Development Act 97of 1998:5).

2.5.1 Public Service Sector Education and Training Authority (PSETA)

The PSETA is primarily responsible for transversal training across the entire Public Service. Specific sector education and training needs will principally be addressed by line-function SETAs.

The PSETA plays a strong coordinating role between SETAs to ensure that the very real training needs of the Public Service are on the agenda of line-function SETAs. It should thus have a very close working relationship with all other SETAs. The PSETA evaluates and approves departmental Workplace Skills Plans and integrates these to develop a Sector Skills Plan.

2.5.2 Sector Skills Plan and Workplace Skills Plan

The establishment of the PSETA provides the Public Service with the challenge and opportunity to develop and implement a new system of education and training that is coordinated and integrated in ways that accommodate and cater for the needs of individual employees and departmental strategic needs. This is to be effected through the implementation of the Sector Skills Plan (SSP) and the Workplace Skills Plans (WSPs). Departmental WSPs are expected to reflect individual and departmental training priority needs, and should facilitate the development of career paths in departments. The WSPs as well as the SSP will be implemented through Learnership programmes, Skills programmes and other strategies that will assist in ensuring that training and education provided is linked to transformation, departmental strategic objectives, and to individual work requirements in order to boost the capacity of departments to deliver high quality service.

The following two objectives should be addressed when developing policies and strategies for operations in the Public Service:

1. All departments and components must become true learning organisations where:
 - the strategy, structure and culture of the enterprise become part of the learning system
 - the learning of all employees is facilitated, and the organisation continuously transforms itself
 - the willingness to accept that learning occurs continuously at all levels and needs to flow freely to where it is needed and, by facilitating and making use of the learning of all their employees, the knowledge and understanding of themselves and their environment improves over time (Briefing to the Select Committee on Local Government and Administration, 2002:6).
2. Strengthening the management capacity of training and development units in departments by:

- developing the skills of HRD managers in all departments
- keeping and maintaining records on training and development in all the departments and
- putting in place uniform and efficient systems in departments such as HRD management, and Education and Training Quality Assurance.

The PSETA is accredited by SAQA to serve as an Education and Training Quality Assurance Body (ETQA). This means that the PSETA will identify and design the standards and qualifications that meet the needs of the Public Sector in as far as transversal training and education issues are concerned (SAQA Act 58 of 1995:3).

As an ETQA the PSETA will assess and accredit providers of one or more competencies linked to the NQF. Accredited providers will therefore only be allowed to tender for services in the specified fields or areas in which they have received accreditation. This will ensure the appropriateness and relevance of training provided and enables the PSETA to coordinate and monitor the impact of training on job performance. This will ensure that those who participate in learnership programmes are enabled through the NQF mechanisms to acquire credits towards a qualification and thereby enhance their prospects for work and labour mobility (SAQA Act 58 of 1995:3).

The impact of training and education on overall government strategy and goals can only be measured against the Workplace Skills Plans. Well-structured monitoring systems to ensure that information collected is relevant to the measuring of actual success versus the agreed upon success indicators must be introduced to each department and province, together with the responsibility of ensuring that the data is continuously updated. This system will need the full cooperation of the Personnel Division, the Human Resource Unit and all line managers who are mandated to provide accurate and timeous information.

Senior managers together with the Human Resource Unit and the Skills Development

Facilitators will ensure that the Performance Indicators are agreed upon and that this information is communicated to all line managers.

The PSETA will:

- set up a reporting mechanism in line with SAQA requirements;
- ensure that departments develop Workplace Skills Plans;
- facilitate and monitor the implementation of the Sector Skills Plan;
- develop a framework to guide departments on the utilisation of the skills levy and National Skills Fund;
- assess the impact of training and education on the overall performance of the Public Service (overall government strategies and goals). This is to be done annually as part of the Sector Skills Plan review;
- develop criteria as performance indicators for the implementation of the Sector Skills Plan on a yearly basis (Skills Development Act 97 of 1998:8).

2.5.3 Learnership and skills programmes

Learnership and skills programmes are occupationally structured learning programmes that are offered by accredited providers and constitute credit(s) towards a qualification within the NQF. The PSETA ensures that well coordinated education and training takes place in the public service by working with departments to identify, design and register learnerships, manage the work of the standards generating bodies, register assessors, provide workplace assessor training, register and accredit service providers, administer learnership agreements and issue certificates (Skills Development Act 97 of 1998:11).

2.5.4 Departments

All government departments should specify functional areas that are critical for service delivery, taking due account of the Public Service Sector Skills Plans. Departments should also prepare integrated Workplace Skills Plans that include both TRANSVERSAL and FUNCTIONAL skills priorities drawn from service delivery targets. Workplace Skills Plans should be submitted to both the PSETA and the line

function SETA for quality assessment against Public Service and sector priorities respectively. Workplace Skills Plans should be implemented, monitored and evaluated.

Departmental training budgets ought to be aligned to skills plans. Departments must develop a clearly articulated departmental Human Resource Development policy that provides, throughout the department, for the use of the national skills development strategy for the Public Service, and recognises its diverse nature. Departments must ensure that the training and development of supervisors and managers reflect their responsibility to manage within the context of a Public Service wide perspective. Participation in induction and orientation programmes at all levels is mandatory.

The role of government departments in the realisation of the Public Service HRD Strategy is important. Apart from drafting their own department specific strategies, departments should also see to it that the implementation of the National HRD Strategy is taking place.

2.5.5 Heads of departments

In terms of the Public Service Amendment Act 86 of 1998, "...the Head of Department is responsible for the effective training of staff and the efficient management and administration of her/his department..."

Every head of department is responsible and accountable for:

- ensuring that immediate subordinate managers are given the opportunity to learn within the departmental and Public Service-wide Framework
- ensuring that a departmental HRD strategy, aligned to the national HRD strategy, is developed and implemented throughout the department (Briefing to the Select Committee on Local Government and Administration 2002:8).

2.5.6 Skills Development Facilitators (SDFs)

The SDFs must investigate and identify patterns of people development at a strategic level, identify key strategic skills shortages and priorities, and collate and assist in the identification and prioritisation of strategic objectives.

Managers

Every manager must ensure that all employees are given the opportunity to learn within the departmental career development framework (Briefing to the Select Committee on Local Government and Administration, 2002:8).

2.5.7 Skills evaluation

2.5.7.1. *Evaluation of skills training courses/programmes*

In order to ensure that training priorities are met, it is imperative that training courses be evaluated in terms of their effectiveness and efficiency (Van Dijk, 2003:154). Evaluation can be seen as the process through which the value of the training course can be identified.

The purpose of evaluation is three-fold. Firstly, to gather information that would provide a framework for the improvement of future training courses regarding the same training needs (formative role). Secondly, to make judgments based on the training course's value in terms of its total effects (summative role), and thirdly, to play a learning role, in order to ensure that challenges identified during the implementation of a training course are not duplicated (Critten, cited in Van Dijk, 2003:155).

Performance management may be implemented to enhance evaluation. The link between performance management, training and development is crucial. It can almost be seen as parts of an unbroken cycle. If performance management is not implemented correctly, it will influence management of skills and cause competence gaps. Without the strategic link between performance management and training, neither individual, departmental training goals nor objectives can be achieved.

Training and development should thus not take place to satisfy either departmental or individual needs, but should incorporate both in order to be deemed effective and viable. Although much has been written about the link between training and the evaluation of training courses, little has been done to prove just how substantial the impact of evaluation can be on training. The purpose of training should be to enhance professional capabilities and thereby ensure improved service delivery or job performance (Van Dijk, 2003:3).

According to Gibson *et al.*, in Ketel (2005: 98), “the development of skills and attitudes requires continuous training programmes. Training programmes should be designed to improve the participants’ knowledge and skills that bring together their job and the organisation”.

Continuous learning is the responsibility of each individual, and organisations have the responsibility to help individuals assess their knowledge and skills, so that they can define their developmental needs. Traditionally, organisations have provided on-the-job training or appropriate training for their members (Ketel, 2005:97).

2.5.7.2 Evaluation of skills within learning programmes

Killen & Hatting (2004:72) suggest that any learning programme should be evaluated according to the following outcomes based education (OBE) principles, namely clarity of focus, designing back, high expectations and expanded learning opportunities.

Clarity of focus entails that education and training systems should be organised so that educators and learners can focus clearly, consistently, systematically and creatively on the important outcomes that learners are to achieve. Important outcomes should require high quality, culminating demonstrations of significant learning in context. The second principle is called designing back which is inextricably linked to the first principle. It means working from the standard to plan sequences of learning. There should be direct and explicit links between planning, teaching and assessment decisions and the significant outcomes that students are to achieve. The third principle is that educators

should have high expectations of all students; they should expect all students to achieve significant outcomes of high standards. The fourth principle is that educators must strive to provide expanded learning opportunities (Killen & Hattingh, 2004:72).

When the assessment implications embedded in these principles are considered, it becomes clear that the starting point must be an explicit alignment between the outcomes for learners to achieve and the methods used to assess and report that learning.

The way of assessing learning achievements is inextricably linked to the characteristics of curricula. The format, nature and scope of a curriculum have a direct impact on what will be achieved and assessed. If the curricula are content-based, the assessment will focus on mastering content (Killen & Hattingh, 2004: 73). Outcomes-based assessment consists of a series of activities, which take place in order to obtain information and evidence about a learner's competence in achieving outcomes (Olivier, 1998:45). According to Van der Horst & McDonald (1997:167) educators cannot get this realism in testing, if they do not know in advance exactly what it is that they want learners to learn and why they want them to learn it. This is sometimes called curriculum alignment: what is taught must directly link with what is assessed and vice versa.

An important consequence of directing our attention towards the assessment of complex outcomes is that it changes the focus of assessment from quantity to quality. It changes the focus from asking "How many objective questions can the learner answer" to "How expertly can the learner integrate a range of skills into a complex performance" (Killen & Hattingh, 2004:73). According to Killen (2003:10) "quality perspective refers to understanding (rather than memorization), creativity (rather than compliance) and challenge (rather than blind acceptance)". This means that learners must develop skills and competencies to ensure improved service delivery or job performance (Van Dijk, 2003:3).

Rauch (1992:15) suggests that in order for the employee/learner to effectively and professionally complete his/her work, he needs to be well-informed, skilled and reflective or have the ability to assess and criticise his actions. The latter can be referred to as

applied competence. The term “applied competence” is when knowledge, within the new education and training paradigm, is viewed as reflecting foundational, practical and reflexive competencies. This means that learners must be able to demonstrate understanding of the underlying theory, which is the basis of their practice in a particular context and, through reflection, must be able to integrate performance with understanding (SAQA, 2001:21).

In defining integrated assessment, which departs radically from historical approaches to assessment, some descriptions of integrated assessment are presented:

- “Assessment should ensure that the candidate is a consistently competent individual, capable of undertaking the whole activity being assessed rather than small time consuming and trivial tasks. It is advisable to plan to assess not only one outcome as a whole activity, but also several across a number of different units. This process is called integration of assessment. Integrating assessment in this way will considerably lighten the burden on both assessor and candidate and will lead to more coherent and meaningful assessment” (Scottish Qualifications Authority in Government Gazette, 2004:13).
- “The testing again and again of the same restricted range of skills and abilities can no longer be justified; instead of simply writing about performance, students should be required to perform in authentic or simulated real-world contexts. This demands innovative assessment approaches and methods, which ensure that all learning outcomes are in fact assessed, and that assessments add value to student learning” (CHE, Draft New Academic Policy for Programmes and Qualifications in Higher Education in Government Gazette, 2004:13).

However, in practice, educators seldom have (or seek) an overview of the overall purpose of the qualification. Instead they focus on their own modules and the linkages between the parts of the qualification are not made (Government Gazette, 2004:16).

According to SAQA (2000), cited in Government Gazette (2004:18), assessment should never be an “add on”, to be used at the end of a learning programme in the form of a once-off written examination. This does not suggest that written examinations cannot be used as a form of assessment, but an over-reliance on only one form of assessment, assessing only one mode of learning is no longer defensible.

According to Conley (2002); De Jager (2002); South Africa (1998a); South Africa (1998b); Spady (1994) and Van der Horst & Mc Donald (1997) the purpose of assessment is as follows:

- To gather the most accurate and pertinent information to determine whether the learner is competent on making progress against the assessment criteria that describes the specific outcomes;
- To improve education training and development, the standard, the learning programme and the learning process;
- To clarify any unclear point with reference to strength and weaknesses regarding developmental needs;
- To offer positive feedback in respect of growth and achievement;
- To progressively lead learners to attainable outcomes for continued growth.

2.6 Conclusion

In this chapter, the researcher discussed public management, the importance of human resource management and human development, and skills development. The two most important pieces of legislation are the SAQA Act and the Skills Development Act that form the basis to this study.

The theory indicates that skills development in the South African context can be seen as very important and therefore government has not only created the SAQA act and the Skills Development act to regulate and enhance skills development, but established certain bodies such as the SETAs and the ETQAs to implement and manage the work

place skills plan, the national skills strategy and the quality assurance in the work place. These bodies will ensure that skills development will take place on an annual basis and become more competitive in the global market. Heads of departments, managers and skills development facilitators are all mandated by the education regulatory bodies to ensure skills development within the work force.

As part of the theoretical basis, the researcher also discusses the importance of assessment, which contributes to skills development within learning programmes.

In the following chapter the researcher will use the SAPS Basic Training Learning Programme as a case study.

CHAPTER 3

SOUTH AFRICAN POLICE SERVICE TRAINING

3.1. Introduction

The role that the SAPS play within the South African environment is clear, as it forms an integral part of the functioning of the safety and security cluster. This chapter will review the human resource planning of the SAPS and the importance of training and development for new recruits within the department. The functional structure and each role player's responsibility within the structure will be evaluated. The purpose of the chapter is to use SAPS as a case study to highlight the basic training programme.

The aim of this chapter is to furthermore discuss the South African Police Service (SAPS) within the public service. Training and skills development, as part of the human resource management system will be contextualised within the SAPS. The transformational process including community policing, policing functions and the training curricula that form part of the statutory and regulatory framework will also be discussed.

It is, however, important to give a historical overview in order to develop an idea of the transformational process (es) within the SAPS.

3.2 Historical overview of the SAPS: 1994 - 2005

Eleven policing agencies amalgamated to establish the SAPS in accordance with the Constitution of the Republic of South Africa. The old South African Police trained entry-level constables at different police training institutions spread across the country. White entry-level constables were trained at Pretoria college, blacks at Hammanskraal college, coloureds at Bishop Lavis college whilst Indians were trained at Chatsworth college. Prior to the amalgamation process, each police agency recruited and trained entry-level constables according to their own needs and training

standards. The duration of basic police training in the respective policing agencies ranged from 3 to 6 months at a police college.

The “old” South African Police (SAP) placed entry-level constables either at a police station or unit before they were sent to a designated police college to undergo basic training. There was no structured programme that a new recruit had to follow while at a police station or unit.

Upon completion of the Basic Police Training Programme, a “passing out” parade was held where all students graduated as entry-level constables. Most constables were sent to their respective stations or units with the full powers of a police constable. This means that they were able to perform their duties that were part of the station or unit. Some of these constables were deployed in other environments like detective units and head office (where the main decisions of the SAPS were taken) without exposure to the client service centre. The client service centre is the traditional charge office where the public can lay a charge against a perpetrator.

A structured programme for field training did not exist. The young, inexperienced constables were confronted with the challenge of learning from their mistakes; in the process executing their mandate of policing. Some police officers would also put inexperienced constables under pressure to forget what they have learnt in colleges whilst some experienced police mentored their new entry-level constables with good policing practices. They were encouraged to follow the example of experienced officers. (http://www.saps.gov.za/saps_profile/chapt11.htm)

During 1994 a multinational disciplinary team comprising officers from the United Kingdom, Dutch, Sweden, Zimbabwe and the South African Police (SAP), was formed to establish a new basic training programme in the South African Police Service. The programme was developed for the South African situation based on the practices and experiences from both the UK and Zimbabwe. As a result young men and women from all communities, joining the SAPS, were trained according to this programme (Reynecke, 1995:2-3).

The new recruits were sent to a designated college without being placed at a police station or unit before they underwent their basic training. They went through a six-month basic training programme, which accommodated new concepts captured from the early experiences and challenges of democracy in South Africa. International best practices and best practices from the past era were all integrated into the programme.

The field training programme was a structured programme that introduced the client service centre (CSC) and the attending of complaints or a crime scene in a practical manner to the new entry-level constable. This programme was presented as a pilot programme during 1995. On the completion of the first phase at the college, the learners were all deployed at the respective designated field training stations to undergo a field training programme over a period of six months (SAPS Field Training Strategy, 2004:2).

According to Reynecke (1995:34) the changes in the field training programme were included due to:

- A growing demand for professional and responsive customer service delivery,
- The growing realisation that in the absence of community support, not more manpower or better technology, nor more authority would enable the police to deal with the monumental burden of crime, and
- A growing demand for greater police accountability and transparency and that trainees are assessed on both criteria.

3.3 The South African Police Service within the Public Service

The South African Police Service resides within the criminal justice system of the public service. The SAPS is structured to function in the national, provincial and, where appropriate, local spheres of government. “The objects of the police services are to prevent, combat and investigate crime, to maintain public order, to protect and secure the inhabitants of the Republic of South Africa and their property, and to uphold and enforce the law” (South African Police Service Act 68 of 1995:1)

The SAPS included Community Policing as part of the public service to be completely accountable to the Batho Pele principles, implemented by the government.

Control of the police service is done by the President as head of the national executive, but through the National Commissioner that is appointed by the President. The provincial commissioners are in turn appointed by the National Commissioner and they are responsible for the policing in the respective provinces. The provincial commissioner passed legislation in 1993 that a community policing forum should be established.

The first formal reference to Community Policing (CP) as the prescribed approach, style or methodology for policing in a democratic South Africa, is found in the Interim Constitution (Act No. 200 of 1993). In Sections 221(1) and (2), the Constitution states that an Act of Parliament is to "... provide for the establishment of community-police forums in respect of police stations", which would include the following functions:

- The promotion of the accountability of the service to local communities and cooperation of communities with the service;
- The monitoring of the effectiveness and efficiency of the Service;
- Advising the service regarding local policing priorities;
- The evaluation of the provision of visible policing services, including -
 - i. the provision, location and staffing of police stations,
 - ii. the reception and processing of complaints and charges,
 - iii. the provision of protective services at gatherings,
 - iv. the patrolling of residential and business areas,
 - v. the prosecution of offenders;
- Requesting enquiries into policing matters in the locality concerned.

Section 222 of the Constitution of the Republic of South Africa states that the Act is to provide for the establishment of an independent complaints mechanism to ensure that police misconduct can be investigated independently. Thus, the political prerogative informing community policing is one of democratic accountability — the police service has to be democratised and legitimised by enhancing oversight and accountability generally, and particularly by enhancing interaction, consultation and accountability at local, or police station level.

3.4 Human resource management in the SAPS

To ensure effective and efficient policing, the human resource department of the South African Police Service must have all the structures in place and make use of a human resource plan. There are six strategic focus areas in the SAPS, which are revised and renewed every three years. One of the strategic focus areas is human resource management. There are three divisions within human resource management that are responsible for the implementation of the human resource development plan.

Firstly, SAPS has a designated Divisional Commissioner for Personnel Services, with the purpose to ensure effective and efficient personnel services within the SAPS. The main functions of this division are to manage service terminations and behaviour in the SAPS. The movement of staff by means of promotions and other transfers, as well as the incentives like service awards and other recognition are controlled and initiated by this division. The assurance of the well-being of the SAPS employees forms part of their duties: “The proper management and utilisation of all resources allocated to the immediate post environment in accordance with relevant directives and legislation” (SAPS Work Study Report, 2005:3) (See Figure 3.1 below).

Secondly, a Divisional Commissioner for Career Management has been appointed with the purpose of empowering and supporting employees in their career aims and objectives within the context of the needs of the SAPS. Their main function is the planning of human resource utilisation in the SAPS; the management of human resource performance and ensuring of the wellbeing of employees of the SAPS. The division are also responsible for the Employee Assistance related programmes in the SAPS (See Figure 3.1 below).

The third division within the human resource management is the Training Division that is responsible for managing education, training and development in the SAPS in accordance with relevant legislation. The main functions of the division are: i) The provision of effective learning programmes for policing related education, training and development. ii) The generation, implementation and maintenance of the ETD (Education Training and Development system and standards and the quality assurance of ETD. iii) The facilitation of the skills development process as well as the

management of training basic skills. iv) The management of generic skills provision and international training support within the SAPS (SAPS Work Study Report, 2005:3)

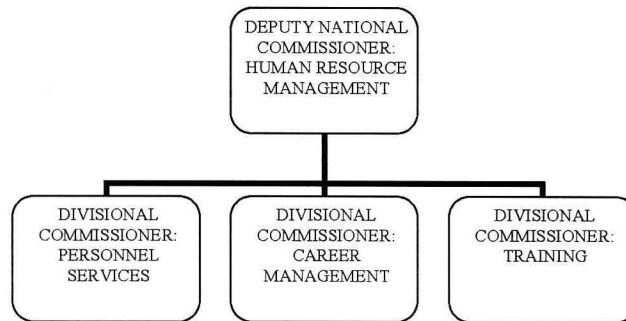


Figure 3.1: The structure of the Human Resource Management within the SAPS

The focus of the research is on skills development within the SAPS and this will be discussed in the following sections to establish whether the SAPS are aligned to the skill development process.

3.5 The management of training within the SAPS

Education Training and Development (ETD) forms the foundation of an organisation and should be viewed as part of the human resource function (Erasmus & Van Dyk, 1999:40).

According to Amos, Ristow & Ristow (2004:89) “training can be defined as an attempt to alter or change the knowledge and behaviour of employees in such a way that the organisation’s objectives can be achieved.” The South African Police Service can be classified as an open system organisation and therefore it is imperative that, for the training division to survive, it must transform its strategies, structures and functions in line with legislation. According to Robbins (1990:13) open systems recognise the interaction dynamics of the system with its environment.

According to the SAPS Education Training and Development Policy (2002:2) the following legislation impacts on the strategy and structure of the training division:

- the Constitution,
- the SAQA Act,
- the Skills Development Act,
- the Skills Levy Act,
- the Basic Conditions of Employment Act and
- the Employment Equity Act.

Chapter 5, section 11(2) (e) of the Police Act, (Act no. 68 of 1995) states that the National Commissioner shall establish and maintain training institutions or centres for training of students. The SAPS is a national department and training is a national function within the organisation. The management structure of training, (see Figure 3.2 below) is responsible for all training in South Africa.

The structure of the training management division is as follows:

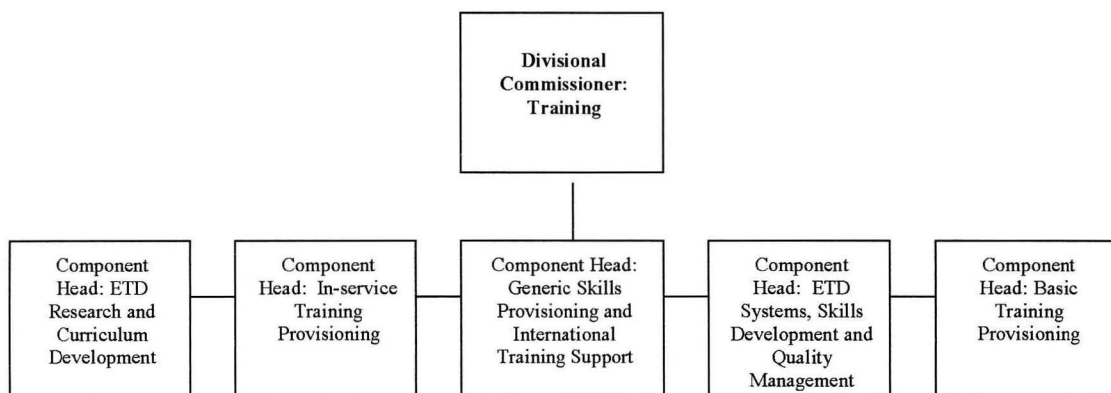


Figure 3.2: The structure of the SAPS Training Division (SAPS Work study Report, 2004)

The component Education Training and Development (ETD), Research and Curriculum Development is responsible for doing needs analyses for learning programmes that need to be developed. All learning programmes should be outcomes-based, and in line with the SAQA requirements. The component is also responsible for conducting impact studies on learning programmes currently presented (SAPS ETD Policy, 2002:8).

The component Head for In-Service Training is responsible for the provisioning of all post basic training; training programmes to members who needs training in a specific area. These programmes are normally skills training programmes, for example, the Detective Learning Programme (SAPS ETD Policy, 2002:1).

The component Head for External Training Coordination and Generic skills provision are responsible for training of generic programmes, for example, the ABET programme. The head is also responsible for the management of training programmes and liaison with international countries, and the provision of training interventions (SAPS ETD Policy, 2002:1).

The component Head for Systems and Quality Management is responsible for the generation of training standards in conjunction with the respective Standard Generating Body (SGB), the development of training policy and quality assurance of training programmes (SAPS ETD Policy, 2002:1).

The component Head for Basic Training is responsible for the provision of the basic training learning programme to all new recruits that join the SAPS. The basic training learning programme consists of three months residential training, one month tactical training and four months of field training (SAPS ETD Policy, 2002:1).

The mandate of the Divisional Commissioner is to provide training to all its members, after a workplace skills plan is compiled to determine the needs of its members.

The success of an organisation is, theoretically, based on the organisation's official training and development policy. Training at the SAPS is driven and guided by SAPS Education Training and Development policy. According to Erasmus & Van Dyk (1999:61) training policies and development are important for four main reasons:

- To define the relationship between the objectives of the organisation and its commitments to the training functions.
- To provide operation guidelines for management.
- To provide information to employees.
- To enhance public relations.

In accordance with the legislation, the SAPS need to draw up a skills development plan. According to Erasmus & Van Dyk (1999:62) the training plan of an organisation should be a detailed statement of the training that will be implemented over a specific period. A training plan should comprise the following:

- A detailed time plan of the training requirements of each department allocated, according to job classification and number of employees involved.
- A detailed time plan of the projected training for staff not permanently allocated to the organisation.
- Specifications in respect of each training item for the standard to be achieved, the persons responsible for implementing it and the training strategy to be used.
- A summary of the budget allocation with regards to training in the organisation as a whole.

For the purpose of this study, the researcher will only focus on the training programme for entry-level constables. It is important to have a broad overview of the type of training the constables receive and how it is assessed.

3.6 Competency profile of entry-level constables

The Divisional Commissioner of Career Management develops the competency profile for all occupational categories. There are 30 competencies within the competency profile for entry-level constables. The competencies are trained only within the basic training learning programme. Some of the competencies focus on the charge office duties others prepare the entry-level constable for fieldwork. The competencies are significant to the entry-level constable because he/she must be declared competent of all these competencies to become a permanent constable. Refer to Table 4 in Chapter 4 for a breakdown of all the competencies (SAPS Work Study Report 2005:2). During the study the researcher also identified competencies that the entry-level constables were taught during their training.

3.7 Training of entry-level constables

The condensed basic police training programme consists of two phases, namely:

Phase One – College Training

Phase Two – Field training

The two phases will be discussed in chronological order as presented during training.

3.7.1 Phase One: Stage One (College Training)

New recruits complete the first phase of training at a national training college. The colleges are Pretoria West, Oudtshoorn, Chatsworth, Graaff-Reinett and Bisho. The basic training programme was designed on the fundamental principle of community policing for new recruits in the new dispensation. The programme was condensed by: The Head: Basic Training. The modules that were excluded were Module 1 (Police Science, Ethics and Introduction to Law) and Module 3 (Community policing). Module 7 (Road Traffic and Accidents) was moved to phase two of the training programme. The programme consisted of the following modules as indicated and briefly discussed below (SAPS Basic Training Manual, 1996:2-9).

Module 1: Police Science, Ethics and Introduction to Law

This module is all about ethical behavioural science. This is to orientate the new entry-level constable to distinguish between the correct and incorrect behaviour during the execution of his duties. Entry-level constables are introduced to Common Law which entails the origin of South African law from the Roman Dutch and British law. This module was not included into the training programme.

Module 2: Communication (partially)

The communication module introduces entry-level constables to different styles of communication with the focus on written communication for the purposes of writing statements. Other styles included in this module are sign language and telephone ethics. This module was presented partially.

Module 3: Community Policing (not included)

This module focuses on community policing as a style of policing to promote good relations between the police and the community and to make policing more approachable. This module was not included into the training programme.

Module 4: Elements of crime

The four elements of crime are introduced to entry-level constables. This is important for the new entry-level constable to identify the various crimes during statement taking. The four basic elements of crimes are: act, unlawfulness, intention and culpability.

Module 5: Statutory and Common Law

In the Statutory Law various sections that give a police officer the power to act are discussed and taught. Section 49 of the Criminal Procedure Act deals with the use of force during an arrest whilst the other section deals with arrest, access to premises and forfeiture of assets.

Module 6: Specific Crimes

The module on specific crimes deals with crime not included in the Statutory Law, but focus rather on schedule one offences like murder, robbery, arson, seduction and malicious damage to property.

Module 7: Road Traffic and Accidents

The module road traffic and accidents teaches the entry-level constables to secure an accident scene, to provide first aid at the scene, to take physical measurements for drawing a plan of the accident scene, to complete a road accident report and to regulate traffic. This module was presented in Phase Two of the training programme.

Module 8: Detention

The module on detention focuses on prescriptions when transporting prisoners, releasing of prisoners and bail conditions of prisoners.

Module 9: Law of Evidence

Law of evidence teaches entry-level constables how to conduct themselves in court during trial and trial procedures when giving evidence.

Module 10: Physical and Mental disablers (Battery Test and Verbal Judo)

An obstacle course has been designed for the entry-level constables to complete within a given time frame. The module entails climbing of a 1,8 meter wall, leopard

crawling, running through obstacles whilst protecting your body, climbing of a monkey ladder and jumping over obstacles. Verbal judo forms part of this whereby entry-level constables are taught to defend themselves without the use of force, by giving instructions. These exercises are done to expose entry-level constables to certain phobias.

Module 11: Computer Training

The entry-level constables are taught basic computer skills which focused on three programmes, namely: Criminal administration system (CAS), Basic internet and Windows programmes.

Module 12: Weapon Skills (Musketry)

The handling, the use and maintenance of firearms are dealt with theoretically and practically. Four firearms are included in the programme, namely: The Z88 handgun, RAP 401 handgun, Shotgun and R5 Rifle.

Module 13: Group Activities (Drill)

Salute and compliment and basic behaviour in groups are taught in this module. The uniform policy of the SAPS and the wearing of uniforms form part of this module.

Module 14: Physical Education

Physical fitness and exercises are done during the programme. The entry-level constable has to learn and master the use of the tonfa. A tonfa is a plastic baton used by police officers to minimise force during an arrest.

The modules are clustered into five training areas of responsibility namely, Academic training, Physical training, Musketry (Firearm training), Computer Literacy Training and Group Activities (drill). Academic training is covered from Module 1 to Module 9. Physical training is covered by Module 10 and Module. 14. Musketry training is covered by Module 12, Computer literacy is covered by Module 11 and Group activities are covered by Module 13.

The modules clustered as academic training are basically theoretical in nature and cover the following subjects namely: Community Policing, Police Ethics, Law

subjects (Specific Crimes, Law of Evidence, Statutory Crimes and Criminal Procedure) and Police procedures. The methodology used for presentations is focussed on lectures, individual assignment, role-play and group discussions.

Physical training is a combination of theoretical and practical training. The following subjects are taught, namely: Verbal Judo, Physical fitness, Tonfa handling, Constraint holds, Physical constraints, Arrest and Cuffing procedures and Weaponless Defence. The methodology used for presentations is focussed on lectures, practical demonstrations and role-play.

Musketry (Firearm) training is a combination of theoretical and practical training. Learners are trained to use the following firearms: The R5 rifle, the Z88 handgun, the RAP 401 handgun and the Musler Shotgun (12 gauge). Students are taught to master the safe-keeping of the firearms, to maintain all firearms and to practically use the firearm. The methodology used for presentations is lectures, practical demonstrations and practical applications.

Computer training is done practically. Students are trained to use different programmes on the computer. The following programmes are taught namely: Introduction to Windows, Introduction to the Internet and the Crime Administration System (CAS). The methodology used for presentation is mainly practical application.

Group activities are done practically. Learners are taught the following, namely: Salute and Compliment, the Dress code and Maintenance of discipline. The methodology used for presentation is mainly practical application (SAPS Basic Training Manual, 1996:2).

3.7.2 Phase One: Stage Two (Tactical training)

Phase Two continues immediately after the first phase. The duration of this training is 4 weeks at the Maloeskop Training Centre, Jakkalsdams and Pretoria College. Entry-level constables are taught advanced firearm skills.

The Tactical Policing Training Programme is divided into 4 modules: During Module 15 the practical and theoretical training of firearms is done. The pistol (Z 88 and R 44), the R 5 rifle and shotgun are included in the training.

In Module 16 learners are taught survival techniques. During Module 17 learners are taught prescribed procedures of tactical policing and in Module 18 learners are taught the management of situations where the lives of police officers could be in danger (SAPS Basic Training Manual, 1996:6).

3.7.3 Phase Two (Field training)

Field training is on-the-job training which, according to Reynecke (1995:13) permits the employee to learn new skills and behaviours through observation and guided practices. The learner works under the guidance of someone actually performing the task.

The purpose of the field training mission is to generate critical experiences and to facilitate the trainees' transition from theory to practice at a designated workplace, during the Basic Training Learning Programme.

According to "Politie Opleidings Centrum" (POC), cited in Reynecke (1995:14) the purpose of field training is to bring about contact with police practice, attaining of skills in practice and occupational preparation as well as a combination of working activities. The objectives of field training are to:

- Translate knowledge and skills gained during Phase One of the Basic Training Learning Programme into practice at a designated workplace within a structured programme;
- Develop mission critical competencies of trainees in a structured workplace;
- Advance the development of trainees through mentorship, coaching and guidance;
- Facilitate competency assessment of trainees; and
- Standardise field training practices in the SAPS.

Field training is a structured approach to practical training where trainees are exposed to realities. According to Reynecke (1995:14) it is dangerous if a programme is completely unstructured and the responsibility for training is not assigned to someone knowledgeable in instruction and coaching. Reynecke (1995:14) also states that a structured programme offers a foundation when the individual is dealing with real problems of increasing complexity while working under supervision. After the successful completion of the first phase, students continue their training at a police station. The main focus of the field training programme is to apply the theoretical knowledge taught in Phase One, practically in the workplace.

The student is placed under the supervision of a field training officer who is responsible for the mentoring of the student until found competent, by applying different competencies. Reynecke (1995:14) writes that supervisors should be able to train members or see to it that training is done.

The field training phase is divided into two stages namely: (1) The Community Service Centre and (2) Attending to a Complaint or a Crime Scene.

The student spends the first stage of the field training programme in the Community Service Centre (CSC). The learner comes into contact with the public and real police work for the first time. He is taught by his mentor to complete different registers, to register complaints on the Crime Administration System, to answer the telephone and to complete a docket (SAPS 3M).

During the above-mentioned stage the student is taught theoretically by means of lectures, and demonstrated to practically by means of application. Under no circumstances are students allowed to work without supervision (SAPS Field Training Manual, 1998:2).

In Stage Two of the Field Training Programme, the students are physically taught to attend to a complaint. This is the second time that the students get the opportunity to be trained in a new environment under the supervision of a mentor. They are also in a position to affect an arrest. The students are exposed to attend to the scene of a crime,

for example, housebreaking, assaults or vehicle theft. The module on Road traffic and Accident scenes (Module 7), that has been excluded during the first phase is included during this phase. It is expected of the students to complete a plan of the scene of an accident, for example, where a vehicle has hit a pedestrian whilst the driver is under the influence of alcohol.

The students are taught practically and very little theoretical training takes place. They are also exposed to other aspects of policing, for example, detective work like the interviewing of suspects (SAPS Field Training Manual, 1998:1).

3.8 Assessment within the Basic Police Training Programme

During the different phases of the Basic Police Training Programme students are assessed to determine whether they can master a specific competency. The evaluation strategy for basic training has been developed as an instrument to measure competence. According to the Guidelines for Assessment (SAQA1999:6), assessment in Education, Training and Development is about collecting evidence of learners' work so that judgements about their achievements can be made and decisions arrived at. These decisions may have to do with the learner or with the learning programme. Assessment is central to the recognition of achievement and therefore, the quality of assessment is important in order to provide credible certification. Credibility in assessment is assured through assessment procedures and practices being governed by principles namely: fairness, validity, reliability and practicability (SAPS Basic Training Evaluation Strategy, 2003:4).

3.8.1 Evaluation strategy

Phase One: Stage One (College Training)

Learners are compelled to undergo the training at one of the basic training institutions in the country. All modules are assessed during the first phase of training. The modules are evaluated by means of a written examination, practical skills assignments and structured exercises. Each module has a set standard and for learners to move from one phase to another, they have to meet the set standard of the modules.

Phase One of the Basic Police Training Programme consists of 14 modules. The pass rate is as follows, according to Table 3.1, and is presented in the following sequence (SAPS Basic Training Evaluation Strategy, 2003:2):

Table 3.1: Assessment pass rate for Phase One: (SAPS Evaluation Strategy, 2003)

Module No.	Module Name	Required Pass Rate	Assessment Instrument
2.	Communication: <ul style="list-style-type: none"> • Oral communication • Written Communication 	50% 80%	Knowledge questionnaire and assignments
4.	Elements of a crime(Criminal law)	60%	Knowledge questionnaire and assignments
5(a).	Statutory and Common Law (Criminal procedures)	60%	Knowledge questionnaire and assignments
5(b).	Statutory and Common Law (Arrest)	80%	Knowledge questionnaire and assignments
6.	Specific Crimes	70%	Knowledge questionnaire and assignments
7.	Road Traffic and Accidents	50%	Knowledge questionnaire and assignments
8.	Detention	60%	Knowledge questionnaire and assignments
9.	Law of evidence	50%	Knowledge questionnaire and assignments
10.	Physical and Mental disablers	50%	Knowledge questionnaire and Practical application
11.	Computer training	-	Knowledge questionnaire and assignments
12.	Weapon Skills: <ul style="list-style-type: none"> • Safe handling of firearms • Shooting exercises 	100% 70%	Knowledge questionnaire and Practical application
13.	Group Activities (Drill)	-	Knowledge questionnaire and Practical application
14.	Physical education: <ul style="list-style-type: none"> • Theoretical 	50%	Knowledge questionnaire, Practical application and assignments

	examination • Practical skills Evaluation	60%	
	Assignments: Modules 1-9, 11, 14	50%	

Students can only continue with the next module once they have passed the previous module. If a student has not achieved the required percentage remedial training are provided and is assessed once thereafter. According to the Evaluation strategy of the SAPS (2003:7), learners who do not pass the modules according to set standards will be dismissed.

Phase One: Stage Two (Tactical Training)

During the second stage learners are evaluated theoretically and practically. During the evaluation of Module 15 learners have to obtain 50% in the written examinations, 70% in the practical application of the handgun in the final shooting evaluation, and 50% in the practical application of the rifle. The set average has to be attained in two shooting evaluations. The learner must also obtain 100% in the practical application of the shotgun and the prescribed safe handling of all firearms.

During the evaluation of Modules 16, 17 and 18 learners are evaluated by means of a written examination and must obtain 50% (SAPS Basic Training Manual, 1996:8).

Phase Two (Field Training)

During this phase learners are assessed on-the-job at the workplace; no formal or structured evaluation takes place. The students are under the supervision of a field training officer. This officer identifies gaps and assists the students on-the-job. The field training officer can also address the weaknesses of the students and assist them with a development plan (SAPS Field Training Manual, 1998:33).

The development plan, as identified by the field training officer may be used for further skills development training of the entry-level constable.

3.9 Conclusion

In this chapter the researcher discussed how the South African Police Service is part of the public service but works within the levels of human resource management until it comes to the lowest level constable to prepare them to serve the community. The role of legislation and the importance thereof is critical to the SAPS and therefore it supports all ETD legislation. The new approach, namely Community Policing was also discussed as it can strongly influence future training programmes.

The modules for the condensed Police Basic Training Programme that provide entry-level constables with the skills to perform their task, were presented. According to the assessment strategy of the SAPS the critical modules identified for the new entry-level constables are Module 5 which deals with Statutory and Common law; Module 2, written communication (statement writing) and Module 12, weapon skills. In Modules 2 and 5 entry-level constables have to obtain a mark of 80% or more and in weapon skills (safe handling of firearms) 100%. The two modules that are excluded from the condensed Basic Training Learning Programme, namely: Police Science, Ethics and Introduction to Law and Community Policing should be included in future programmes because they equip entry-level constables with knowledge and skills of the origin of South African Law and the policing style of Community Policing.

The training and assessment of learners during the condensed Police Basic Training Programme were also discussed in depth in order to give meaning to the interpretation of results. The assessment strategy is important for the SAPS because the level of skills can be determined by means of assessment instruments that include assignments, knowledge questionnaires and practical assessments. The next chapter will focus on the results of data gathering used in this study.

CHAPTER 4

RESEARCH DESIGN AND DATA COLLECTION

4.1 Introduction

The problem statement derived from the negative comments by the public and perceived inadequacies in certain basic competencies of the entry-level constables training programme. The reason for this perception was that the training programme was changed in 2001 from a 12-month programme to a shorter 8-month programme (condensed Police Basic Training Programme), to accommodate more entry-level constables in a shorter period. Due to the change two of the modules that were perceived as not so critical were removed. These modules were Police Science, Ethics and Introduction to Law and Community Policing.

The public management service demands better service delivery by the South African Police Service and the shortened training programme is perceived as inadequate to equip the constables with the necessary skills. Due to these facts, the criticism by other researchers and the field training officers in practice, the researcher structured the questionnaire to determine whether entry-level constables perceive the training adequate to equip them with the necessary competencies.

This chapter will describe: (i) The outline of the modules (ii) Sample and methodology, (iii) Data collection methods and fieldwork practice (iv) Data capturing and data editing.

4.2 Outline of modules within condensed Police Basic Training Programme

- | | |
|-----------|--|
| Module 1: | Police science, Ethics and Introduction to Law (Remove from curriculum) |
| Module 2: | Communication Oral communication
Written Communication |
| Module 3: | Community Policing (Remove from curriculum) |
| Module 4: | Elements of a crime: Law (Criminal law) |

- Module 5a: Statutory and Common Law (Criminal procedures)
- Module 5 b: Statutory and Common Law (Arrest)
- Module 6: Specific crimes
- Module 7: Vehicles and related matters
- Module 8: Detention
- Module 9: Law of evidence
- Module 10: Physical and Mental disablers
- Module 11: Computer training
- Module 12: Weapon Skills
- Module 13: Group Activities (Drill)
- Module 14: Physical Education

The pass rate at college level averaged 62.66%. Modules 2, 4-9 and 11 were evaluated by means of a knowledge questionnaire and assignments.

Modules 10, 12, 13 and 14 were evaluated by means of a knowledge questionnaire and practical application (skills evaluation). Learners can only continue with the next module once they have passed the previous module. If a learner has not achieved the required percentage he/she receives remedial training and is reassessed. According to the Evaluation strategy of the SAPS, learners who do not pass the modules according to set standards will be dismissed. The constables used in the sample have successfully completed the training at the police college.

4.3 Sample and methodology

The participants comprised a convenience sample of 71 adults, including 30 entry-level constables from the South African Police College in Pretoria, 30 supervisors from various police stations and 11 field training officers. The profile of the entry-level constables relating to age is explained in Table 4.2:

Table 4.1: Profile of entry-level constables

Age	20	21	22	23	24	25	26	27	28	29	30	31
Number	1	0	3	2	2	2	6	3	3	3	4	1

The average age of the sample: 26.3 years. There were 14 males (47%) and 16 females (53%) as entry-level constables in the samples. The participants in the sample were questioned about their previous experience in policing. The results were that only 5 entry-level constables of the sample had previous experience and the other 23 had never been exposed to policing whilst 2 did not respond to this question. It is significant to ask what experience the entry-level constables have, because that will influence the perception of the constables.

All the constables were at the Pretoria West training college when Phase One of the survey was conducted, establishing which skills they developed whilst under basic training. The constables were given the second questionnaire as post-training evaluation after they had been transferred to the respective police stations. The entry-level constables were all transferred in the Pretoria area to complete the field training phase as explained in Table 4.3.

Table 4.2: Stations where the constables were stationed during field training

1. Akasia	2. Garsfontein	3. Pretoria Central	4. Sinoville
5. Atteridgeville	6. Kameeldrift	7. Pretoria Moot	8. Sunnyside
9. Boschkop	10. Laudium	11. Pretoria West	12. Villieria
13. Brooklyn	14. Lyttelton	15. Rietgat	16. Welbekend
17. Eersterust	18. Mamelodi	19. Silverton	20. Wonderboompoort
21. Erasmia			

The supervisors were selected as part of the sample, because they were in charge of the constables' development during the study and would be in the best position to rate the constables' competence. Informal interviews were conducted with eleven field training officers to establish how they perceived the competencies of the constables after the field training had been completed. The reason for using the field training officers as well as the supervisors was because the field-training officers tended to be biased when the trainees were being assessed, while the supervisors were neutral in the process.

4.4 Data collection methods and fieldwork practice

The research was conducted using both quantitative and qualitative methodologies. The researcher chose a qualitative approach to supplement the quantitative study because, according to Miles & Huberman, cited in Fouche (2003:9) “...qualitative data are useful when one needs to supplement, validate, explain, illuminate, or reinterpret quantitative data gathered from the same setting”.

For the quantitative study the researcher developed three questionnaires to determine the perceived level of competencies acquired during, as well as after the completion of the basic police training programme. The first questionnaire was completed after Phase One, the college training. The second questionnaire was completed after Phase Two, the field training. The supervisors were given the same questionnaire after the completion of both phases. The questionnaire covered the following key variables perceived by the constables:

- Not yet competent
- Developing competency
- Competent

The structure of the questionnaire in Phase One (College Training) was formulated to measure the perceived competence of the entry-level constables according to their own opinions and the perceptions of the supervisors after completion of this phase.

The questionnaires used to collect the data were developed and tested by the researcher. The test was done with two grade 12 learners, two university learners, two postgraduates, two field officers, two experienced police officers and two training officers. The questionnaires and interview schedules were designed to test the 37 competencies required to determine the perceived competency of the entry-level constables.

The researcher distributed two questionnaires to entry-level constables whilst under training, which were completed after the two phases respectively. The questionnaires of the supervisors were completed after the field training phase. Table 4.3 depicts the

list of competencies that appeared on the questionnaire for the entry-level constables and the supervisors.

Table 4.3: List of competencies for entry-level constables and supervisors

1	Completing a case docket
2	Register and transfer a case on the CAS system or case register
3	Circulate stolen/found property
4	Respond and attend to a complaint
5	Interview a complainant and take down a statement
6	Register a complaint
7	Operate a police vehicle and its communication equipment
8	Make an arrest/ apprehend a suspect
9	Attending to and secure a crime / accident scene
10	Interrogate a suspect
11	Handle emotional clients and provide support to a victim
12	Handle calls via 10111 or CSC
13	Render advice regarding missing persons to the public
14	Search a suspect/ prisoner
15	Detain /book a suspect / prisoner
16	Handle prisoner complaints
17	Prepare a suspect for court
18	Release a prisoner/suspect
19	Inspect the cells
20	Assist during cell visits by the relatives of the detainees
21	Receive and register property
22	Check all property before handing over
23	Complete registers and fill out reports
24	Process bail conditions
25	Receive fine payments
26	Take down affidavits
27	Certify documents
28	Present evidence in court

29	Escort a prisoner to court
30	Handle all types of firearms
31	Search a house
32	Approach and search a vehicle
33	How to set up a roadblock
34	Identify and handle pyrotechnics
35	Counter grenade drill
36	Identify and handle different crowds
37	Feeding of prisoners

The same questionnaire and the same variables used in the first phase were used in the second phase that was conducted after the practical training, and exposure to the public and the actual workplace was done.

The questionnaires were given to the entry-level constables at the college and it was easy to control and monitor their responses. While the questionnaires were being completed, observations were done to ensure proper control. There was a due time given for the completion of the questionnaires but extra time was allowed to complete the forms. Systematically the first phase questionnaires were completed and all were collected simultaneously.

The second phase questionnaires were controlled with the help of the supervisors and the field training officers as well as the constables and participative observations were done. This was done at one central place in the Pretoria area and the same process was followed as before. The researcher was present at all times when the questionnaires were handed to the entry-level constables.

The questionnaires to the supervisors were given to them via the office of the Area Commissioner and disseminated to the various stations. Supervisors were requested to complete the questionnaire in confidentiality and submit it to the office of the Area Commissioner within seven days. All the questionnaires were received back and all questionnaires were fully completed.

For the qualitative study a structured interview was designed that was aimed at the field training officers who acted as mentors for the learners whilst completing their Field Training Programme. The field training officer was the trainer and the mentor of the entry-level constables at the station. All eleven field training officers were interviewed by the researcher for approximately twenty minutes each and all questions were covered.

The questions for the field training officers were as follows:

1. What was your perception of your learner competencies after completing his/her first phase of Basic Training?
2. Could your learner perform all his competencies with confidence after completion of the college phase?
3. List the three areas of competencies in which you think the learner are most competent?
4. List the three areas of competencies in which you think the learner are least competent?
5. Will you classify your learner as competent after the completion of the second phase of training? If no, what additional competencies should he/she still acquire?
6. Do you think the learner will be able to live out the ethos of SAPS?
7. Any comments by the field training officer

4.5 Data capturing and data editing

The data was captured according to the questionnaire responses; each individual question was analysed as an entity. Evaluated according to the variables, the analysis was averaged and the standard deviation of the results was calculated. The data was captured manually and edited by two different people in the statistical field of research. The details were verified from the questionnaire to the computerised excel spreadsheet. Analysing was done and capturing errors was minimised by the use of the following method:

The numeric data were all answered and captured manually on a spreadsheet with the different competencies as the horizontal variable and the names of different entry-level constables as the vertical variable. All entry-level constables' responses were

captured meticulously. This procedure was followed until all thirty candidates' data were completed. Each competency was calculated and an average of the thirty candidates was then determined. This process was repeated for all competencies until the averages of all competencies were determined, constantly editing the data during the entire process.

The same process was followed with the two questionnaires of the entry-level constables and the questionnaire of the supervisors. The standard deviation of the entry-level constables was determined by entering the data on a excel spreadsheet that has a macro formula to calculate the standard deviation of data, subtracting. The procedure was repeated to determine the standard deviation between the competencies of the entry-level constable and the supervisor. The average standard deviation was determined by calculating the average of all the competencies and the excel macro calculating the average thereof. In order to determine the extent and significance of differences between the various averages obtained, effect size was calculated. The effect size is obtained by dividing the difference between each set of averages (example average obtained for a competency as assessed by the entry-level constable after the college phase and after field training phase) by the larger of two standard deviations in the formula: $d = \frac{\text{average 1} - \text{average 2}}{\text{Maximum standard deviation}}$

Maximum standard deviation

Guidelines for the interpretation of the effect size from Cohen, cited in Goosen (1999:25) are portrayed in Table 4.4.

Table 4.4: Effect sizes for different values of d

Value of d	Effect size	Indicator
d<0.2	Insignificant	.
d=0.2	Small effect	*
d=0.5	Medium effect	**
d=0.8	Large effect	***

Values for d = 0.8 are considered to be practically significant, as a result of there being a large enough difference to have an effect in practice.

According to Mouton (2001:109) textual data are rich in meaning and have “multiple meanings” or “surplus” meanings and are difficult to capture in a structured manner. The textual data was obtained by means of a structured questionnaire completed by the researcher whilst interviewing field training officer and all questionnaires were completed. The responses of all the questionnaires were meticulously analysed. The texts were clustered in different categories as discussed under data analysis.

4.6 Conclusion

The methodology used in the field work was achievable because the sample used were available, due to the fact that the researcher had vested interest in proving that the perceived competencies could be achieved in a shorter training period. Thus, total commitment was evident from the researcher to achieve his objective and to attain the desired outcome. The researcher was part of the human resources management training division within the South African Police Service which forms part of the broader public management service. The analysis and results will be explained in the next chapter for a clearer understanding.

CHAPTER 5

DATA ANALYSIS AND INTEPRETATION

5.1 Introduction

The purpose of this chapter is to provide to the reader insight into the perceived levels of competence of each competency of the entry-level constable. The researcher concentrates on the interpretation and the analysis of the data gathered. The interpretation of the data will be done in the following manner:

- (i) the competency analysis including the averages;
- (ii) the standard deviation difference of each competency of the quantitative data which has been done by means of three different questionnaires; and
- (iii) the analysis of the qualitative data which has been provided during semi-structured interviews.

The aim of this chapter is to: provide insight into the study and to attempt to answer the research question by discussing the measuring instruments and both the quantitative and qualitative data by pointing into each competency and question.

5.2 Measurement instruments

The researcher used three questionnaires for the data collection, which were directed at the entry-level constable after completion of the college phase and the field training phase. The supervisor had to complete the questionnaire after completion of both phases. All questionnaires were structured in the same manner and concentrated on the same competencies.

All the questionnaires were structured as follow and focused on:

- Section 1: Personal detail of the constables
- Section 2: Perceived level of competency achieved at various levels of the training received.

The researcher will discuss each competency which will reflect the perception of these competencies by the entry-level constables and the supervisors as well as the average and standard deviation of each competency in the tables that follow.

The standard deviation will be dealt with as discussed in paragraph 4.5 (Data Capturing and Data Editing) of Chapter Four.

5.3 Discussion of quantitative data

In the tables below the quantitative data are given and discussed. The data in table 5.37 were different from the other tables as the entry-level constables were not exposed to the competency during Phase One.

TABLE 5.1: Completing a case docket

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	9 (30%)	11 (37%)	10 (33%)	2.03	0.81	***
Entry-level constables' perception after phase two	0(0%)	1(3%)	29(97%)	2.97	0.18	.
Constables' (Supervisors) perception after phase one and two	0(0%)	5(17%)	25(83%)	2.83	0.38	*
Averages of perceptions of competencies	3(10%)	6(19%)	21(71%)	2.61	0.46	*

The perceptions of the entry-level constables after completion of Phase One (college phase) were that an average of 2.03 could execute the above competency. The standard deviation during this phase was 0.81 and reflected a large effect size, meaning that the competency needs urgent attention during Phase One.

The perceptions of entry-level constables after completion of Phase Two (field training) were that an average of 2.97 could execute the above competency. The standard deviation for the competency was 0.18, which had an insignificant effect size. There was a significant difference in the perceptions, the entry-level constables perceived themselves competent.

Supervisors perceived that an average of 2.83 could execute the above competency, which was lower than the perception of entry-level constables. The standard deviation of supervisors for this competency was 0.38, which had a small effect size. The

supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant impact on the development of the competency as displayed in Table 5.1 above.

TABLE 5.2: Register and transfer a case docket on the CAS system or case register

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	6 (20%)	20 (67%)	4 (13%)	1.93	0.58	**
Entry-level constables' perception after phase two	5(17%)	14(67%)	11(37%)	2.20	0.71	**
Constables' (Supervisors) perception after phase one and two	5(17%)	11(37%)	14(47%)	2.30	0.75	**
Averages of perceptions of competencies	5(18%)	15(50%)	10(32%)	2.14	0.68	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.93 could execute the above competency. The standard deviation for this competency was 0.58, which reflected a medium effect size, meaning that the competency needs attention after Phase One.

The perceptions of the entry-level constables after completion of Phase Two (field training) were that an average of 2.20 could execute the above competency. The standard deviation for this competency was 0.71, which reflected a medium to large effect size. Although there was a significant difference in the standard deviation between Phases One and Two, they were still not competent after Phase Two.

The supervisors' perceptions were that an average of 2.30 of entry-level constables were competent. The average standard deviation of the supervisors was 0.75, which reflected a high medium to large effect size. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above

competency.. This led to the conclusion that training had some impact as displayed in Table 5.2 above.

TABLE 5.3: Circulate stolen property

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	9 (30%)	16 (53%)	5 (17%)	1.87	0.68	**
Entry-level constables' perception after phase two	8(27%)	16(53%)	6(20%)	1.93	0.69	**
Constables' (Supervisors) perception after phase one and two	20(67%)	5(17%)	5(17%)	1.50	0.78	**
Averages of perceptions of competencies	12(41%)	12(41%)	5(18%)	1.77	0.72	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.87 could execute the above competency. The standard deviation for this competency was 0.68, which reflected a medium to large effect size, meaning that the competency needs attention after Phase One.

The perceptions of the entry-level constables after completion of Phase Two (field training) were that an average of 1.93 could execute the above competency. The standard deviation for this competency was 0.69, which reflected a medium to large effect size. There was not a significant difference in the standard deviation between Phases One and Two, meaning that they were still not competent after Phase Two.

The supervisors' perceptions were that an average of 1.50 were competent. The average standard deviation of the supervisors were 0.78, which reflected a high medium to large effect size. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some impact as displayed in Table 5.3 above.

TABLE 5.4: Respond and attend to a complaint

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables; perception after phase one	4 (13%)	14 (47%)	12 (40%)	2.27	0.69	**
Entry-level constables perception after phase two	0(0%)	2(7%)	28(93%)	2.93	0.25	*
Constables' (Supervisors) perception after phase one and two	2(7%)	10(33%)	18(60%)	2.53	0.63	**
Averages of perceptions of competencies	2(7%)	9(30%)	19(63%)	2.58	0.52	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.27 could execute the above competency. The standard deviation for this was 0.69, which reflected a medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.93 could execute the above competency. The standard deviation was 0.25, which reflected that the competency deviation had a small effect size. This was a remarkable improvement observed during Phase Two. The majority of entry-level constables perceived themselves to be competent.

The supervisors' perceptions were that an average of 2.53 could execute the competency. The standard deviation was 0.63, which reflected that the competency deviation had a medium to small effect size. There was a significant difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.4 above.

TABLE 5.5: Interview a complainant and take down a statement

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	1 (3%)	11 (37%)	18 (60%)	2.57	0.57	**
Entry-level constables' perception after phase two	0(0%)	1(3%)	29(97%)	2.97	0.18	.
Constables' (Supervisors) perception after phase one and two	0(0%)	6(20%)	24(80%)	2.80	0.41	*
Averages of perceptions of competencies	0(0%)	6(20%)	24(80%)	2.78	0.39	*

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.57 could execute the above competency. The standard deviation for this competency was 0.57, which reflected a medium to small effect size, meaning that they were competent after Phase One.

The perceptions of the entry-level constables after completion of Phase Two (field training) were that an average of 2.97 could execute the above competency. The standard deviation for this competency was 0.18, which reflected an insignificant effect size. There was a significant increase in the average and the standard deviation between Phases One and Two, meaning that they were competent after phase two.

The supervisors' perceptions were that an average of 2.80 were competent. The average standard deviation of the supervisors were 0.41, which reflected a small effect size. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant impact as displayed in Table 5.5 above.

TABLE 5.6: Register a complaint

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	3 (10%)	14 (47%)	13 (43%)	2.33	0.66	**
Entry-level constables' perception after phase two	1(3%)	13(43%)	16(53%)	2.50	0.57	**
Constables' (Supervisors) perception after phase one and two	3(10%)	6(20%)	21(70%)	2.60	0.67	**
Averages of perceptions of competencies	2(7%)	11(37%)	17(57%)	2.48	0.63	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.33 could execute the above competency. The standard deviation for this was 0.66, which reflected a medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.50 could execute the above competency. The standard deviation was 0.57, which reflected that the competency deviated to a medium to small effect size. There was an improvement observed during Phase Two. Some entry-level constables perceived to be competent.

The supervisors' perceptions were that an average of 2.60 could execute the competency. The standard deviation was 0.67, which reflected that the competency deviation had a medium to large effect size. There was a higher perception from the supervisors after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.6 above.

TABLE 5.7: Operate a police vehicle and its communication equipment

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	13 (43%)	10 (33%)	7 (23%)	1.80	0.81	***
Entry-level constables' perception after phase two	4(13%)	17(57%)	9(30%)	2.17	0.65	**
Constables' (Supervisors) perception after phase one and two	1(3%)	13(43%)	16(53%)	2.50	0.57	**
Averages of perceptions of competencies	6(20%)	13(43%)	11(37%)	2.16	0.68	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.80 could execute the above competency. The standard deviation for this was 0.81, which reflected a large effect size meaning that the competency needs urgent attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.17 could execute the above competency. The standard deviation was 0.65, which reflected that the competency deviated to a medium effect size. There is an improvement observed during phase two.

The supervisors' perceptions were that an average of 2.50 could execute the competency. The standard deviation was 0.57, which reflected that the competency deviation had a medium to small effect size. There was a higher perception from the supervisors after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.7 above.

TABLE 5.10: Interrogate a suspect

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	11 (37%)	13 (43%)	6 (20%)	1.83	0.75	**
Entry-level constables' perception after phase two	6(20%)	9(30%)	15(50%)	2.30	0.79	**
Constables' (Supervisors) perception after phase one and two	2(7%)	15(50%)	13(43%)	2.37	0.61	**
Averages of perceptions of competencies	6(21%)	12(41%)	11(38%)	2.17	0.72	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.83 could execute the above competency. The standard deviation for this was 0.75, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.30 could execute the above competency. The standard deviation was 0.79, which reflected that the competency deviated to a high medium to large effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.37 could execute the competency. The standard deviation was 0.61, which reflected that the competency deviation had a medium to high small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competent to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.10 above.

TABLE 5.11: Handle emotional clients and provide support to a victim

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	5 (17%)	9 (30%)	16 (53%)	2.37	0.76	**
Entry-level constables' perception after phase two	0(0%)	8(27%)	22(73%)	2.73	0.45	*
Constables' (Supervisors) perception after phase one and two	3(10%)	12(40%)	15(50%)	2.40	0.67	**
Averages of perceptions of competencies	3(10%)	10(33%)	18((60%)	2.50	0.63	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.37 could execute the above competency. The standard deviation for this was 0.76, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.73 could execute the above competency. The standard deviation was 0.45, which reflected that the competency deviated to a small effect size. There was a significant difference/improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.40 could execute the competency. The standard deviation was 0.67, which reflected that the competency deviation had a medium to large effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.11 above.

TABLE 5.12: Handle calls via 10111 or CSC

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	10 (33%)	10 (33%)	10 (33%)	2.00	0.83	***
Entry-level constables' perception after phase two	0(0%)	6(20%)	24(80%)	2.80	0.41	*
Constables' (Supervisors) perception after phase one and two	0(0%)	6(20%)	24(80%)	2.80	0.41	*
Averages of perceptions of competencies	3(11%)	7(24%)	19(64%)	2.53	0.55	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.00 could execute the above competency. The standard deviation for this was 0.83, which reflected a large effect size meaning that the competency needs urgent attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.80 could execute the above competency. The standard deviation was 0.41, which reflected that the competency deviated to a high medium to large effect size. There was a significant difference observed during phase two.

The supervisors' perceptions were that an average of 2.80 could execute the competency. The standard deviation was 0.41, which reflected that the competency deviation had a medium to high small effect size. There was no difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.12 above.

TABLE 5.13: Render advice regarding missing persons to the public

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	6 (20%)	13 (43%)	11 (37%)	2.17	0.75	**
Entry-level constables' perception after phase two	2(7%)	19(63%)	9(30%)	2.23	0.57	**
Constables' (Supervisors) perception after phase one and two	3(10%)	9(30%)	18(60%)	2.50	0.68	**
Averages of perceptions of competencies	4(13%)	13(45%)	13(42%)	2.30	0.67	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.17 could execute the above competency. The standard deviation for this was 0.75, which reflected a large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of phase two (field training phase) were that an average of 2.23 could execute the above competency. The standard deviation was 0.57, which reflected that the competency deviated to a medium to small effect size. There was no improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.50 could execute the competency. The standard deviation was 0.68, which reflected that the competency deviation had a medium to large effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.13 above.

TABLE 5.14: Search a suspect/prisoner

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	2 (7%)	4 (13%)	24 (80%)	2.73	0.58	**
Entry-level constables' perception after phase two	0(0%)	1(3%)	29(97%)	2.97	0.18	.
Constables' (Supervisors) perception after phase one and two	0(0%)	8(27%)	22(73%)	2.73	0.45	*
Averages of perceptions of competencies	1(3%)	4(13%)	25(83%)	2.81	0.40	*

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.73 could execute the above competency. The standard deviation for this was 0.58, which reflected a high medium to small effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.97 could execute the above competency. The standard deviation was 0.18, which reflected that the competency deviated to insignificant effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.73 could execute the competency. The standard deviation was 0.45, which reflected that the competency deviation had a medium to high small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.14 above.

TABLE 5.15: Detain/book a suspect/prisoner

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	7 (23%)	10 (33%)	13 (43%)	2.20	0.81	***
Entry-level constables' perception after phase two	0(0%)	1(3%)	29(97%)	2.97	0.18	.
Constables' (Supervisors) perception after phase one and two	0(0%)	4(13%)	26(87%)	2.87	0.35	*
Averages of perceptions of competencies	2(7%)	5(17%)	23(76%)	2.68	0.45	*

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.20 could execute the above competency. The standard deviation for this was 0.81, which reflected a large effect size meaning that the competency needs urgent attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.97 could execute the above competency. The standard deviation was 0.18, which reflected that the competency deviated to a small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.87 could execute the competency. The standard deviation was 0.35, which reflected that the competency deviation had small effect size. There was a small difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had significant effect on the development of the competency as displayed in Table 5.15 above.

TABLE 5.16: Handle prisoner complaints

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	9 (30%)	15 (50%)	6 (20%)	1.90	0.71	**
Entry-level constables' perception after phase two	0(0%)	6(20%)	24(80%)	2.80	0.41	*
Constables' (Supervisors) perception after phase one and two	0(0%)	11(37%)	19(63%)	2.63	0.49	*
Averages of perceptions of competencies	3(10%)	11(37%)	16(53%)	2.44	0.54	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.90 could execute the above competency. The standard deviation for this was 0.71, which reflected a medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.80 could execute the above competency. The standard deviation was 0.41, which reflected that the competency deviated to a small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.63 could execute the competency. The standard deviation was 0.49, which reflected that the competency deviation had a small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had significant effect on the development of the competency as displayed in Table 5.16 above.

TABLE 5.17: Prepare a suspect for court

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	16 (53%)	11 (37%)	3 (10%)	1.57	0.68	**
Entry-level constables' perception after phase two	1(3%)	9(30%)	20(67%)	2.63	0.56	**
Constables' (Supervisors) perception after phase one and two	1(3%)	9(30%)	20(67%)	2.63	0.56	**
Averages of perceptions of competencies	6(20%)	10(33%)	14(47%)	2.28	0.60	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.57 could execute the above competency. The standard deviation for this was 0.68, which reflected a medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.63 could execute the above competency. The standard deviation was 0.56, which reflected that the competency deviated to a medium to small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.63 could execute the competency. The standard deviation was 0.56, which reflected that the competency deviation had a medium to small effect size. There was no difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.17 above.

TABLE 5.18: Release a prisoner

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	13(43%)	12 (40%)	5 (17%)	1.73	0.74	**
Entry-level constables' perception after phase two	5(17%)	9(30%)	16(53%)	2.37	0.76	**
Constables' (Supervisors) perception after phase one and two	0(0%)	9(30%)	21(70%)	2.70	0.47	*
Averages of perceptions of competencies	6(20%)	10(33%)	14(47%)	2.27	0.66	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.73 could execute the above competency. The standard deviation for this was 0.74, which reflected a medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.37 could execute the above competency. The standard deviation was 0.76, which reflected that the competency deviated to a high medium to large effect size. There was a significant improvement observed during phase two.

The supervisors' perceptions were that an average of 2.70 could execute the competency. The standard deviation was 0.47, which reflected that the competency deviation had a small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.18 above.

TABLE 5.19: Inspect the cells

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	7 (23%)	8 (27%)	15 (50%)	2.27	0.83	***
Entry-level constables' perception after phase two	0(0%)	4(13%)	26(87%)	2.87	0.35	*
Constables' (Supervisors) perception after phase one and two	0(0%)	9(30%)	21(70%)	2.70	0.47	*
Averages of perceptions of competencies	2(7%)	7(23%)	21(70%)	2.61	0.55	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.27 could execute the above competency. The standard deviation for this was 0.83, which reflected a large effect size meaning that the competency needs urgent attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.87 could execute the above competency. The standard deviation was 0.35, which reflected that the competency deviated to a small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.70 could execute the competency. The standard deviation was 0.47, which reflected that the competency deviation had a medium to high small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.19 above.

TABLE 5.20: Assist during cell visits by relations

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	6 (20%)	12 (40%)	12 (40%)	2.20	0.76	**
Entry-level constables' perception after phase two	0(0%)	6(20%)	24(80%)	2.80	0.41	*
Constables' (Supervisors) perception after phase one and two	0(0%)	9(30%)	21(70%)	2.70	0.47	*
Averages of perceptions of competencies	2(7%)	9(30%)	19(63%)	2.57	0.55	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.20 could execute the above competency. The standard deviation for this was 0.76, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.80 could execute the above competency. The standard deviation was 0.41, which reflected that the competency deviated to a high medium to large effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.70 could execute the competency. The standard deviation was 0.47, which reflected that the competency deviation had a small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had significant effect on the development of the competency as displayed in Table 5.20 above.

TABLE 5.21: Receive and register property

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	6(20%)	12(40%)	12(40%)	2.20	0.76	**
Entry-level constables' perception after phase two	1(3%)	4(13%)	25(83%)	2.80	0.48	*
Constables' (Supervisors) perception after phase one and two	1(3%)	5(17%)	24(80%)	2.77	0.50	**
Averages of perceptions of competencies	3(1%)	7(23%)	20(67%)	2.59	0.58	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.20 could execute the above competency. The standard deviation for this was 0.76, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.80 could execute the above competency. The standard deviation was 0.48, which reflected that the competency deviated to a high medium to large effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.77 could execute the competency. The standard deviation was 0.50, which reflected that the competency deviation had a medium effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.21 above.

TABLE 5.22: Check all property before handing over

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	5(17%)	8(27%)	17(57%)	2.40	0.77	**
Entry-level constables' perception after phase two	0(0%)	2(7%)	28(93%)	2.93	0.25	*
Constables' (Supervisors) perception after phase one and two	0(0%)	7(23%)	23(77%)	2.77	0.43	*
Averages of perceptions of competencies	2(7%)	6(20%)	23(77%)	2.70	0.48	*

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.40 could execute the above competency. The standard deviation for this was 0.77 which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.93 could execute the above competency. The standard deviation was 0.25, which reflected that the competency deviated to small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.77 could execute the competency. The standard deviation was 0.43, which reflected that the competency deviation had a small effect size. There is a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant on the development of the competency as displayed in Table 5.22 above.

TABLE 5.23: Complete registers and fill out reports

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	8(27%)	19(63%)	3(10%)	1.83	0.59	**
Entry-level constables' perception after phase two	0(0%)	2(7%)	28(93%)	2.93	0.25	*
Constables' (Supervisors) perception after phase one and two	0(0%)	8(27%)	22(73%)	2.73	0.45	*
Averages of perceptions of competencies	3(10%)	10(33%)	18(60%)	2.50	0.43	*

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.83 could execute the above competency. The standard deviation for this was 0.59, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.93 could execute the above competency. The standard deviation was 0.25, which reflected that the competency deviated to a small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.37 could execute the competency. The standard deviation was 0.61, which reflected that the competency deviation had a medium to high small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.23 above.

TABLE 5.24: Process bail conditions

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	21(70%)	8(27%)	1(3%)	1.33	0.55	**
Entry-level constables' perception after phase two	5(17%)	13(43%)	12(40%)	2.23	0.73	**
Constables' (Supervisors) perception after phase one and two	3(10%)	9(30%)	18(60%)	2.50	0.68	**
Averages of perceptions of competencies	10(33%)	10(33%)	10(33%)	2.02	0.65	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.33 could execute the above competency. The standard deviation for this was 0.55, which reflected a high medium to small effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.23 could execute the above competency. The standard deviation was 0.73, which reflected that the competency deviated to a medium to large effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.50 could execute the competency. The standard deviation was 0.68, which reflected that the competency deviation had a medium to large effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.24 above.

TABLE 5.25: Receive fine payments

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	21(70%)	8(27%)	1(3%)	1.33	0.55	**
Entry-level constables' perception after phase two	2(7%)	11(37%)	17(57%)	2.50	0.63	**
Constables' (Supervisors) perception after phase one and two	0(%)	6(20%)	24(80%)	2.80	0.41	*
Averages of perceptions of competencies	8(27%)	8(27%)	14(47%)	2.21	0.53	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.33 could execute the above competency. The standard deviation for this was 0.55, which reflected a medium to small effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.50 could execute the above competency. The standard deviation was 0.63, which reflected that the competency deviated to a high medium to large effect size. There was a significant improvement observed during Phase Two.

The supervisor's perceptions were that an average of 2.80 could execute the competency. The standard deviation was 0.41, which reflected that the competency deviation had a medium to high small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.25 above.

TABLE 5.26: Take down affidavits

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	5(17%)	11(37%)	14(47%)	2.30	0.75	**
Entry-level constables' perception after phase two	0(0%)	0(0%)	30(100%)	3.00	0.00	.
Constables' (Supervisors) perception after phase one and two	0(0%)	4(13%)	26(87%)	2.87	0.35	*
Averages of perceptions of competencies	2(7%)	5(17%)	23(77%)	2.72	0.37	*

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.30 could execute the above competency. The standard deviation for this was 0.75, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 3.00 could execute the above competency. The standard deviation was 0.00, which reflected that the competency deviated to a high medium to large effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.87 could execute the competency. The standard deviation was 0.35, which reflected that the competency deviation had a medium to high small effect size. There was a slight difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.26 above.

TABLE 5.27: Certify documents

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	2(7%)	7(23%)	21(70%)	2.63	0.61	**
Entry-level constables' perception after phase two	0(0%)	0(0%)	30(100%)	3.00	0.00	.
Constables' (Supervisors) perception after phase one and two	0(0%)	2(7%)	28(93%)	2.93	0.25	*
Averages of perceptions of competencies	1(3%)	3(10%)	26(87%)	2.85	0.29	*

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.63 could execute the above competency. The standard deviation for this was 0.61, which reflected a medium effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 3.00 could execute the above competency. The standard deviation was 0.00, which reflected that the competency deviated to a high medium to large effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.93 could execute the competency. The standard deviation was 0.25, which reflected that the competency deviation had a small effect size. There was a slight difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were competent to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.27 above.

TABLE 5.28: Present evidence in court

Entry-level constables' perception after phase one	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase two	17(57%)	6(20%)	7(23%)	1.67	0.84	***
Constables' (Supervisors) perception after phase one and two	13(43%)	14(47%)	3(10%)	1.67	0.66	**
Entry-level constables' perception after phase one	10(33%)	13(43%)	7(23%)	1.90	0.76	**
Averages of perceptions of competencies	13(43%)	11(37%)	6(20%)	1.74	0.75	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.67 could execute the above competency. The standard deviation for this was 0.84, which reflected a large effect size meaning that the competency needs urgent attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 1.67 could execute the above competency. The standard deviation was 0.66, which reflected that the competency deviated to a medium to large effect size. There was a difference observed during phase two.

The supervisors' perceptions were that an average of 1.90 could execute the competency. The standard deviation was 0.76, which reflected that the competency deviation had a high medium to large effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.28 above.

TABLE 5.30: Handle all types of firearms

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	6(20%)	3(10%)	21(70%)	2.50	0.82	***
Entry-level constables' perception after phase two	1(3%)	6(20%)	23(77%)	2.73	0.52	**
Constables' (Supervisors) perception after phase one and two	1(3%)	12(40%)	17(57%)	2.53	0.57	**
Averages of perceptions of competencies	3(10%)	7(23%)	20(67%)	2.59	0.64	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.50 could execute the above competency. The standard deviation for this was 0.82, which reflected a large effect size meaning that the competency needs urgent attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.73 could execute the above competency. The standard deviation was 0.52, which reflected that the competency deviated to a medium to small effect size. There was a slight improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.53 could execute the competency. The standard deviation was 0.57, which reflected that the competency deviation had a medium to small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.30 above.

TABLE 5.31: Search a house

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	4(13%)	9(30%)	17(57%)	2.43	0.73	**
Entry-level constables' perception after phase two	2(7%)	7(23%)	21(70%)	2.63	0.61	**
Constables' (Supervisors) perception after phase one and two	1(3%)	14(47%)	15(50%)	2.47	0.57	**
Averages of perceptions of competencies	2(7%)	10(33%)	18(60%)	2.51	0.64	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.43 could execute the above competency. The standard deviation for this was 0.73, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.63 could execute the above competency. The standard deviation was 0.61, which reflected that the competency deviated to a medium to small effect size. There was an improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.47 could execute the competency. The standard deviation was 0.57, which reflected that the competency deviation had a medium to small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.31 above.

TABLE 5.32: Approach and search a vehicle

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	5(17%)	9(30%)	16(53%)	2.37	0.76	**
Entry-level constables' perception after phase two	2(7%)	7(23%)	21(70%)	2.63	0.61	**
Constables' (Supervisors) perception after phase one and two	1(3%)	15(50%)	14(47%)	2.43	0.57	**
Averages of perceptions of competencies	3(9%)	10(34%)	16(56%)	2.48	0.65	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.37 could execute the above competency. The standard deviation for this was 0.76, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.63 could execute the above competency. The standard deviation was 0.61, which reflected that the competency deviated to a medium to small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.43 could execute the competency. The standard deviation was 0.57, which reflected that the competency deviation had a medium to small effect size. There was a significant difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.32 above.

TABLE 5.33: How to set up a roadblock

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	10(33%)	11(37%)	9(30%)	1.97	0.81	***
Entry-level constables' perception after phase two	2(7%)	18(60%)	10(33%)	2.27	0.58	**
Constables' (Supervisors) perception after phase one and two	6(20%)	16(53%)	8(27%)	2.07	0.69	**
Averages of perceptions of competencies	6(20%)	15(50%)	12(30%)	2.10	0.69	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.97 could execute the above competency. The standard deviation for this was 0.81, which reflected a high medium to large effect size meaning that the competency needs urgent attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.27 could execute the above competency. The standard deviation was 0.58, which reflected that the competency deviated to a medium to small effect size. There was a slight improvement observed during Phase Two.

The supervisors' perceptions were that an average of 2.07 could execute the competency. The standard deviation was 0.69, which reflected that the competency deviation had a medium to large effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.33 above.

TABLE 5.34: Identify and handle pyrotechnics

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	21(70%)	7(23%)	2(7%)	1.37	0.61	**
Entry-level constables' perception after phase two	9(30%)	16(53%)	5(17%)	1.87	0.68	**
Constables' (Supervisors) perception after phase one and two	14(47%)	10(33%)	6(20%)	1.73	0.78	**
Averages of perceptions of competencies	15(49%)	11(36%)	4(14. %)	1.66	0.69	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 1.37 could execute the above competency. The standard deviation for this was 0.61, which reflected a medium to small effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 1.87 could execute the above competency. The standard deviation was 0.68, which reflected that the competency deviated to a medium to large effect size. There was an improvement observed during Phase Two.

The supervisors' perceptions were that an average of 1.73 could execute the competency. The standard deviation was 0.78, which reflected that the competency deviation had a high medium to large effect size. There was a slight difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had some effect on the development of the competency as displayed in Table 5.34 above.

TABLE 5.35: Counter grenade drill

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	3(10%)	4(13%)	23(77%)	2.67	0.66	**
Entry-level constables' perception after phase two	2(7%)	6(20%)	22(73%)	2.67	0.61	**
Constables' (Supervisors) perception after phase one and two	13(43%)	9(30%)	8(27%)	1.83	0.83	***
Averages of perceptions of competencies	6(20%)	6(21%)	18(59%)	2.39	0.70	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.67 could execute the above competency. The standard deviation for this was 0.66, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.67 could execute the above competency. The standard deviation was 0.61, which reflected that the competency deviated to a medium to small effect size. There was a slight decrease observed during Phase Two.

The supervisors' perceptions were that an average of 1.83 could execute the competency. The standard deviation was 0.83, which reflected that the competency deviation had a medium to high small effect size. There was a significant difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were not yet competent to execute the above competency. This led to the conclusion that training had little effect on the development of the competency as displayed in Table 5.35 above.

TABLE 5.36: Identify and handle different crowds

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	9(30%)	12(40%)	9(30%)	2.00	0.79	**
Entry-level constables' perception after phase two	1(3%)	10(33%)	19(63%)	2.60	0.56	**
Constables' (Supervisors) perception after phase one and two	11(37%)	9(30%)	10(33%)	1.97	0.85	***
Averages of perceptions of competencies	7(23%)	10(34%)	13(42%)	2.19	0.73	**

The perceptions of entry-level constables after completion of Phase One (college phase) were that an average of 2.00 could execute the above competency. The standard deviation for this was 0.79, which reflected a high medium to large effect size meaning that the competency needs attention.

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.60 could execute the above competency. The standard deviation was 0.56, which reflected that the competency deviated to a medium to small effect size. There was a significant improvement observed during Phase Two.

The supervisors' perceptions were that an average of 1.97 could execute the competency. The standard deviation was 0.85, which reflected that the competency deviation had a large effect size. There was a significant difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were not yet competent to execute the above competency. This led to the conclusion that training had little effect on the development of the competency as displayed in Table 5.36 above.

TABLE 5.37: Feeding of prisoners

Perceptions of competencies	Not yet Competent	Developing Competency	Competent	Average	Standard deviation	Indicator
Entry-level constables' perception after phase one	None	None	None	None	zero	.
Entry-level constables' perception after phase two	1(3%)	7(24%)	22(73%)	2.70	0.53	**
Constables' (Supervisors) perception after phase one and two	1(3%)	5(17%)	24(80%)	2.77	0.50	**
Averages of perceptions of competencies	1(3%)	6(20%)	23(77%)	2.74	0.52	**

The perceptions of entry-level constables after completion of Phase Two (field training phase) were that an average of 2.70 could execute the above competency. The standard deviation was 0.53, which reflected that the competency deviated to a medium to small effect size.

The supervisors' perceptions were that an average of 2.77 could execute the competency. The standard deviation was 0.50, which reflected that the competency deviation had a medium to high small effect size. There was a difference in perception between the supervisors and the entry-level constables after Phase Two. The supervisors' perceptions were also that entry-level constables were developing competency to execute the above competency. This led to the conclusion that training had a significant effect on the development of the competency as displayed in Table 5.37 above.

5.4 Discussion on the qualitative data

For this discussion an unstructured questionnaire was used and the researcher interviewed eleven field training officers from various police stations in the Pretoria area. The questionnaire is attached and marked as annexure D.

The questionnaire was structured in two sections namely:

Section A: Competency profile after college phase

Section B: Competency profile after field training phase

The data for the interviews questionnaire by the field training officers were analysed quantitatively and qualitatively by coding and development of themes. Numerical values were allocated to questions 1, 3 and 4 as perceptions differ significantly. The remaining question themes were developed with direct statements in some cases. Both sections of the questionnaire will be discussed. The average results from the field training officers will be discussed.

Section A: Competency profile after Phase One (college phase)

With regard to the first question of section A the general perceptions of field training officers were mixed. Six officers felt that the learners were competent in some of the competencies as will be discussed in question three, four and five whilst the rest felt that the learners were not competent at all.

With regard to question two of section A the following remarks were made by the field training officers: The themes are in italics and direct statements are given namely:

Lack of confidence - “struggle to put theory into practice”

Uncertainty of learners - “the environment is new and unfamiliar”; “some learners did not know what was expected of them in the work place”.

Time to train - “not enough time to train student in all aspects”

With regard to question three of section A of the questionnaire, field training officers identified the following competencies as the high-score competencies, namely: *Handle all types of firearms* by 7 field training officers; *Certify documents* by 6 officers; *Taking statements* by 5 officers; *Drill* by 4 officers; *Handling calls via 10111 or CSC* by 4 officers; *Inspect cells* by 2 officers and *Search of vehicle* by 2 officers.

With regard to question four of section A of the questionnaire, field training officers identified the following competencies as least competent competencies, namely: *Register a complaint* by 8 field-training officers; *Register a case docket* by 4 officers; *Detain/book suspects/prisoners* by 3 officers; *Identify and handle different crowds* by

2 officers; *How to set up roadblocks* by 2 officers and *Operate a police vehicle and its communication equipment* by 2 officers.

Section B: Competency profile after Phase Two (field training phase)

With regard to question five of section B of the questionnaire, the field training officers' overall perception was that entry-level constables were competent in general policing skills. They suggested, however, that attention should be given to tactical policing skills. Entry-level constables need support and guidance from their mentors and longer time should be granted for skills training as in the Basic Training Learning Programme that was used before the condensed Basic Training Learning Programme.

With regard to question six of section B of the questionnaire, field training officers' overall perception was that entry-level constables could live out the ethos of the SAPS; however, two suggested that learners need to work harder and be more committed to their work.

With regard to question seven of section B of the questionnaire, field training officers made the following general comments. Inverted commas are the direct comments of field-training officers.

The emerging themes that came out of the general comments were:

Discipline of learners - "poor discipline", "disrespect towards field-training officers", "discipline nonexistent, but necessary", "discipline can be improved during college phase".

Time - "3 months too short", "college training should be longer", "some competencies like driving a police vehicle can be completed during college phase".

Interpretation of the law - "Learners struggle to interpret the law".

5.5 The research results

The overall results of this study indicate that the condensed Basic Police Training Programme provided adequate knowledge and the skills training that was required, preparing entry-level constables for their duties. The researcher found in this study that the entry-level constables' perceptions are that they are well equipped with their

level of competencies. The majority of the competencies were rated above the average mark of two.

5.5.1 Results between entry-level constables and supervisors

The competencies below were rated by the entry-level constables and supervisors as the most competent namely: *Searching a suspect/prisoner; Certifying documents; Interviewing complainants and taking down statements; Taking down affidavits; Detaining /booking suspects/prisoners; Completing a case docket; Handling calls via 10111 and CSC and Receiving fine payments.*

The following competencies were rated by the entry-level constables and supervisors as the least competent namely: *Escort a prisoner; Operate a police vehicle and its communication equipment; Circulate stolen/found property; Identify and handle pyrotechnics; Present evidence in court; Identify and handle different crowds and Counter grenade drill.*

One of the competencies had a large effect of the standard deviation, namely: *Escort a prisoner to court.* Thus, all the other assessed competencies were perceived that they could very well be implemented in the South African Police Service and in the public management as a whole.

These are the competencies indicated from the data where there were big differences in the perceptions, namely: *Respond and attend to a complaint; Operate a police vehicle and its communication equipment; Handle an emotional client and provide support to a victim; Search a suspect; Complete, register and fill out reports; Process bail conditions; Receive fine payments; Handle all types of firearms; Search a house; Approach and search a vehicle; Counter grenade drill and Identify and handle different crowds.*

It would appear from the data that entry-level constables' perceptions regarding the above category were that they had reached a competency level much sooner than what the perceptions of the supervisors indicated.

In the following two competencies the supervisors and the entry-level constables had the same perception of the competency level, namely: *Handle calls via 10111 or the CSC* and *Prepare a suspect for court*. Both of these competencies were being dealt with on a daily basis by the entry-level constables.

The next competencies were rated very low by the supervisors and the entry-level constables, namely: *Register and transfer a case docket*; *Circulate stolen property*; *Operate a police vehicle and its communication equipment*; *Interrogate a suspect*; *Present evidence in court*; *Escort a prisoner*; *How to set up a roadblock*; *Identify and handle pyrotechnics* and *Identify and handle different crowds*.

It appears from the data that entry-level constables were not well equipped and seemed uncertain about the abovementioned competencies. The supervisors seemed to know what was expected from them and the entry-level constables regarding each competency. It also appeared from an organisational point of view that supervisors were the drivers of the policy and national instructions in the SAPS. It is therefore assumed that the entry-level constable's perceptions are not a true reflection of what was expected from him/her because only 17% of them had previous experience of police-related work as indicated in the data.

It also appears that the perception of the supervisor reflects the perception of the community regarding the competency levels of entry-level constables, especially with those competencies where the police interact with the community, for example: *Register and transfer a case docket*; *Operate a police vehicle and its communication equipment*; *Interrogate a suspect*; *Present evidence in court*; *Escort a prisoner*; *How to set up a roadblock* and *Identify and handle different crowds*. These competencies need more than just basic police skills. They need additional skills like communication skills, writing skills, listening skills, computer skills and interviewing skills.

The overall perception of the entry-level constables was that they could perform these competencies on a much higher level than what was rated by the supervisors, which showed that they had reached their competency level much quicker. Entry-level constables benchmark themselves against their own abilities and that of their peers on

the stations. It is significant to observe from the data that entry-level constables had rated themselves in nine competencies lower than the supervisors as indicated in the data, namely: *Render advise regarding missing persons to the public; Register and transfer a case docket on the case system or case register; Register a complaint; Operate a police vehicle and its communication systems; Release a prisoner; Process bail conditions; Receive fine payments; Present evidence in court; Identify and handle pyrotechnics and Feeding of prisoners.*

It appears from the data that entry-level constables are uncertain about the abovementioned competencies and reflect their low experience level of police work. These competencies can also be linked to those that need additional skills like communication skills, writing skills listening skills, computer skills and interviewing skills.

5.5.2 Results between supervisors and field training officers

The following competencies were identified by the field-training officers as competent and differed from those identified by the supervisors, namely: *Register a complaint; Register a case docket; Search a vehicle and General handling of firearms.*

The competencies below were identified by the supervisors and the field training officers as the most competent, namely: *Detain/book a suspect or prisoner; Identify and handle different crowds; How to set up a roadblock; Operate a police vehicle and its communication equipment; Certify documents; Taking affidavits; Handling calls via 10111 or CSC and Inspect the cells.*

The competencies identified by the supervisors and the field training officers as the least competent were namely: *Register and transfer a case docket on the CAS system or case register; Circulate stolen property; Interrogate a suspect, Present evidence in court; Escort a prisoner to court; Approach and search a vehicle; How to set up a roadblock; Identify and handle pyrotechnics; Counter grenade drill and Identify and handle different crowds.*

5.6 Summary of main findings

Table 5.38 summarises the main findings. The data show that entry-level constables were competent in fourteen competencies; they were developing competence in twenty competencies and they were not yet competent in three competencies.

Table 5.38: Main finding of the study

No	COMPETENCY	Competent	Developing Competency	Not Yet Competent
1	Completing a case docket	X		
2	Register and transfer a case on the CAS system or case register		X	
3	Circulate stolen /found property		X	
4	Respond and attend to a complaint		X	
5	Interview a complainant and take down a statement	X		
6	Register a complaint		X	
7	Operate a police vehicle and its communication equipment		X	
8	Make an arrest/apprehend a suspect		X	
9	Attending to and secure a crime/accident scene		X	
10	Interrogate a suspect		X	
11	Handle emotional clients and provide support to a victim		X	
12	Handle calls via 10111 or CSC	X		
13	Render advice regarding missing persons to the public		X	
14	Search a suspect/ prisoner	X		
15	Detain /book a suspect / prisoner	X		
16	Handle prisoner complaints	X		
17	Prepare a suspect for court		X	
18	Release a prisoner/suspect	X		
19	Inspect the cells	X		
20	Assist during cell visits by the relatives of the detainees	X		
21	Receive and register property		X	
22	Check all property before handing over	X		
23	Complete registers and fill out reports	X		

24	Process bail conditions		X	
25	Receive fine payments	X		
26	Take down affidavits	X		
27	Certify documents	X		
28	Present evidence in court		X	
29	Escort a prisoner to court			X
30	Handle all types of firearms		X	
31	Search a house		X	
32	Approach and search a vehicle		X	
33	How to set up a roadblock		X	
34	Identify and handle pyrotechnics		X	
35	Counter grenade drill			X
36	Identify and handle different crowds			X
37	Feeding of prisoners		X	
TOTAL		14	20	3

5.7 Conclusion

The data shows that the skills required by entry-level constables vary from competent to not yet competent. The results can be categorised as follows:

With reference to Phase One, it would appear that the majority of the entry-level constables were still developing competence after the college phase. The only competency entry-level constables (80%) indicated as competent was to: *Search a suspect or prisoner*. The results could be due to daily practical expose of this competency (Condensed Basic Training Syllabus).

With reference to Phase Two, the results from this table seem to indicate that the entry-level constables perceived themselves as competent after the field training had been conducted. There were some competencies pointed out by the entry-level constables as challenging competencies. These competencies were: *Escort a prisoner*; *Operate a police vehicle and its communication equipment*; *Circulate stolen property* and *Identify and handle pyrotechnics*. *Present evidence in court* has also been identified as not yet competent by the entry-level constables.

The results from the tables seem to indicate that the supervisors perceive the entry-level constable as competent for the majority of the competencies excluding *Circulation of stolen/found property* with 67%) not competent yet. The results also indicate that 47% of the entry-level constables are not yet competent to *Identify and handle pyrotechnics*.

For the supervisors the primary purpose to assess the entry-level constables was to establish whether he/she could perform the required competencies. Supervisors also rated their entry-level constables according to their own abilities, because they had extensive experience in these competencies and were also responsible for the management of the shifts at the station. It is significant to see that supervisors rated the competency level lower than the entry-level constables themselves.

Chapter six will focus on a summary of all the chapters and recommendations of the study.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

The purpose of this chapter is to provide a summary of the study and to give concluding remarks. This chapter is divided into three main parts:

- Recommendations for the study
- An overview of the research
- Concluding thoughts about the training situation in the South African Police Service

6.2 Recommendations

The recommendations for the study will be presented in two categories namely: recommendations for the programme and recommendations for policy makers of the SAPS and can be formulated as follows:

6.2.1 Recommendations for the condensed Police Basic Training Programme

6.2.1.1 Entry-level constables identified as developing competency

It is recommended that the competencies under the category, “developing competency” be addressed by means of on-the-job training programmes according to a work place skills plan at stations. The category developing competencies were the largest of all three pointed out by entry-level constables. Twenty out of thirty seven competencies were identified after completion of the programme. Refer to Table 5.38 in Chapter 5.

6.2.1.2 Entry-level constables identified as not yet competent

It is recommended that the competencies under the category, “not yet competent” be addressed by means of structured in-service training programmes or short courses. The examples of these competencies as identified in the study are: *Escort a prisoner*

to court, *Identify and handle different crowds* and *Counter grenade drills*. Refer to Table 5.38.

6.2.1.3 Competencies that did not improve after Phase One and Two

Some competencies, for example: *Present evidence in court*; *How to set up a roadblock* and *Identify and handle pyrotechnics* did not show any improvement after Phase Two. It is recommended that a follow-up research be conducted. The data reflects that entry-level constables scored very low averages during both phases in the above competencies.

6.2.1.4 Duration of programme

It is recommended that the duration of the programme be reconsidered and to emphasise the importance the researcher wants to highlight some of the comments made by the field training officers during the interviews:

“not enough time to train student in all aspects”; “3 months too short”; and “college training should be longer”.

6.2.1.5 Practical exposure in Phase One

It is recommended that entry-level constables should have more integration of theory and practice. This can be done by means of simulations, scenarios and role-play to prepare them for Phase Two which is more practical orientated. To emphasise the importance the researcher wants to highlight some of the comments made by the field training officers during the interviews:

“struggle to put theory into practice”; “the environment is new and unfamiliar” and “some learners did not know what was expected of them in the work place”.

6.2.1.6 Interpretation of the law

It is recommended that legal experts be used during the presentation of phase one to present the regulatory framework. During the interview with field training officers it was highlighted that entry-level constables found it difficult to interpret the law when applying it. To emphasise the importance the researcher wants to highlight some of

the comments made by the field training officers during the interviews: “Learners struggle to interpret the law”.

6.2.2 Recommendations for policy makers of the South African Police Service

6.2.2.1 Integration of the concept Community Policing

The strength of this research is that all competencies have been captured by the research instrument. However, this study did not focus on Community Policing even though this is an important issue for the South African Police Service. The researcher mentioned that crime prevention takes place with the help of the community, therefore the community forms an integral part of the policing structures by participating in community police forums (CPFs). This was also enshrined in our Constitution and Police Act (as discussed in Chapter 3). During the past ten years the police and community have made efforts to work together, which confirms the fact that the South African Police Service recognises the inputs from the environment, and therefore has reached small milestones towards becoming an efficient crime protecting service.

It is suggested that the new approach, namely Community Policing, must be dealt with effectively. According to the training framework presented by the researcher, no time was allocated for the training of this particular module.

6.2.2.2 Re-evaluation of the learning programme

The South African Police Service Education Training and Development Research and Curriculum Development component ought to have regular research initiatives to evaluate programmes and to establish whether training is continuously in line with the needs of the community, and whether it equips all police officers with the necessary competencies. Research initiatives should also be done every third year (as stated by the SAPS policy) within all provinces, capturing the needs of different communities, since the current condensed training programme was developed during 1994.

The research on training should also focus on conducting impact assessments of training programmes that are being developed and implemented within the South

African Police Service. During this process the organisation will determine whether it is still in line with the needs of its client(s) and whether it is still competitive with its international counterparts. This process will add value when one asks the question whether the South African Police Service train entry-level constables in what they need to know.

The results show a great impact of the training and preparation of entry-level constables in order for them to perform their job as fully competent police officials. The Police Basic Training Programme should not be seen as a once-off training intervention for police officials, but should rather be seen as the first level of training for entry-level constables which serves as a basis for further skills development. Police training is a continuous process of skills development within the broader framework of the South African Police Service in the National Qualifications Framework (NQF). The SAQA Act, through the NQF, suggests that all training programmes must be seen as a continuous lifelong learning process.

6.2.2.3 Integration of policy and internal administrative procedures

It is recommended that the programme integrate existing policy and internal administrative efficiencies of the South African Police Service. This would allow the trainers to standardise the methods of training and the recruitment of trainees on international best practices. When the researcher studied the training programme it was clear that the training programme was developed and assessed in compartments despite the fact that police work is very complex and integrated. This can create the perception amongst learners that police work is fragmented, because they cannot see the holistic picture and integration of systems, processes and procedures. The programme is not running in sequence due to problems experienced in different areas of training. It is recommended that the law, communication and ethics modules form the generic modules and be integrated into all other modules that focus on the core policing functions.

6.2.2.4 Suggestions for further studies

It is also recommended that a further study be conducted with similar programmes. It is suggested that if the study is to be repeated in future, that the sample population be larger and be representative of all national training institutions and entry-level constables from all different provinces. Questions that evaluate the type of training received and training programmes may also be added to the questionnaire.

6.2.2.5 Accreditation of learning programmes

The Condensed Basic Police Training Programme is not an accredited, unit standard based qualification and does not meet the requirements of the South African Qualification Authority and therefore the programme was content-driven according to the data analysis in Chapter 5 of this study.

6.3 Overview chapters

The background of the research emanated from a debate which took place amongst politicians, non governmental organisations (NGO's) and the public about the skills and the ability of police officers, after the media reported that the SAPS condensed its Basic Training Learning Programme to train more new entry-level constables annually. According to the media the SAPS focused more on quantity rather than quality of service. The research aimed to determine the perceived competency of entry-level constables in the South African Police Service after completing the condensed Basic Police Training Programme.

In Chapter 2, the researcher discussed public management, the importance of human resource management and human resource development and skills development. The two most important pieces of legislation were the SAQA Act and the Skills Development Act that formed the basis to this study.

The theory indicated that skills development in the South African context can be seen as very important and therefore government has not only created the SAQA act and the Skills Development act to regulate and enhance skills development but established certain bodies such as the SETAs and the ETQAs to implement and manage the work

place skills plan, the national skills strategy and the quality assurance in the work place. These bodies will ensure that skills development will take place on an annual basis and becomes more competitive in the global market. Heads of departments, managers and skills development facilitators are all mandated by the education regulatory bodies to ensure skills development within the work force. As part of the theoretical basis, the researcher also discussed the importance of assessment, which contributed to skills development within learning programmes.

In Chapter 3 the researcher discussed how the South African Police Service is part of the public service but works within the levels of human resource management until it comes to the lowest level constable to prepare them to serve the community. The role of legislation and the importance thereof is critical to the SAPS and therefore supports all ETD legislation. The new approach, namely Community Policing was also discussed as it can strongly influence future training programmes.

The modules for the condensed Police Basic Training Learning Programme were presented to provide entry-level constables with the skills to perform their task. According to the assessment strategy of the SAPS the critical modules identified for the new entry-level constables were Module 5 that dealt with Statutory and Common law, Module 2 - Written communication (statement writing) and Module 12 - Weapon Skills. In Modules 2 and 5 entry-level constables had to obtain a pass rate of 80% or more and in Weapon Skills (safe handling of firearms), 100% had to be obtained. The two modules that were excluded from the condensed Basic Training Learning Programme namely: Police Science, Ethics and Introduction to Law and Community Policing should be included in future programmes. The training and assessment of entry-level constables during the condensed Police Basic Training Programme was also discussed in depth in order to give meaning to the interpretation of results. The assessment strategy is important for the SAPS because the level of skills can be determined by means of assessment instruments.

In Chapter 4 the methodology used in the field work was described to proof how achievable the study was. The sample used was available, due to the fact that the researcher had vested interest in proving that the perceived competencies could be

achieved in a shorter training period. Thus total commitment was evident from the researcher to achieve his objective and to attain the desired outcome.

In Chapter 5 the data shows that the skills required by entry-level constables vary from competent to not yet competent. The results can be categorised as follows:

With reference to Phase One, it would appear that the majority of the entry-level constables were still developing competence after the college phase. The only competency entry-level constables (80%) indicated as competent was: *Search a suspect or prisoner*. The results could be due to daily practical exposure to this competency.

With reference to Phase Two, the results from this table seemed to indicate that the entry-level constables perceived themselves as competent after the field training had been conducted. There were some competencies pointed out by the entry-level constables as challenging competencies. These competencies were: *Escort a prisoner*; *Operate a police vehicle and its communication equipment*; *Circulate stolen property* and *Identify and handle pyrotechnics*. *To present evidence in court* has also been identified as not yet competent by the entry-level constables.

The results from the tables seem to indicate that the supervisors perceived the entry-level constables as competent for the majority of the competencies excluding *Circulation of stolen/found property* with 67% not competent yet. The results also indicated that 47% of the entry-level constables were not yet competent to *Identify and handle pyrotechnics*.

For the supervisors the primary purpose to assess the entry-level constables was to establish whether the required competencies could be performed. Supervisors also rated their entry-level constables according to their own abilities because they had extensive experience in these competencies and were also responsible for the management of the shift at the station.

6.4 Conclusion

In recent times the SAPS has made significant progress through its training programmes, however, police training has remained an area of concern for the public in general. Some of the recommendations of this study have already been incorporated into new training programmes. Reduction in the crime rate depends largely on competent and well-trained police officials. The study has shown the importance in developing key competencies in a number of areas such as: *Completing a case docket; Detaining a suspect; Taking affidavits; Certifying of dockets; Handling of complaints* and others.

The study has, however, shown that the entry-level constables are entirely not competent in *Escorting prisoners to court, Counter grenade drill and identify and handle different crowds* and completely competent in only fourteen of the thirty seven competencies tested in the study (refer to table 5.38). This suggests that there remains room to improve training. Police basic training can therefore not be seen or viewed as a single intervention, but rather as the first in a series of interventions to ensure relevant training and improved service delivery. Complex issues that focus on psychological competencies such as: *Support to victims; Handling emotional clients* and *Assisting relatives during visitation of detainees* should therefore receive special attention during training. These competencies are critical in developing a compassionate police service and strengthening democracy and improving the image of the SAPS. Further research is needed to strengthen the ability of the police to train effectively in these complex competencies.

This was a qualitative and quantitative study to determine the development of entry-level constables' competencies during police basic training. It is hoped that additional issues raised in this research are taken up by the management of the training division within the South African Police Service.

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Annexure A

**INTERVIEW QUESTIONNAIRE
FOR LEARNERS**

**Feedback questionnaire to students completing basic
training at Pretoria West training college on
2004-06-11**

The purpose of this questionnaire is to determine whether the Basic Training Programme assisted your learner to achieve the following competencies that are expected of an entry-level constable. *Please be completely honest. Your answers will be treated strictly confidentially.*

The questionnaire consists of 36 questions, which won't take more than 45 minutes of your time to complete.

SECTION A- Personal details for follow-up purposes

PERSAL NUMBER: _____

NAME: _____

AGE: _____

MALE/FEMALE: _____

NEW STATION: _____

Do you have any prior training or experience in the field of policing, for example working as a reservist?

YES		NO	
-----	--	----	--

SECTION B-Level of competencies achieved

You are asked to rate yourself on level of competency. A scale of three (3) is used. Mark the level of competency with a cross

3- Competent; 2-Developing competency; 1-Not yet competent

EXAMPLE

Completing a pocket book

3- Competent		2-Developing competency		1-Not yet competent	*
--------------	--	-------------------------	--	---------------------	---

1. Completing a case docket

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

2. Register and transfer a case on the CAS system or case register

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

3. Circulate stolen / found property

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

4. Respond and attend to a complaint

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

5. Interview a complaint and take down a statement

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

6. Register a complaint

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

7. Operate a police vehicle and its communication equipment

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

8. Make an arrest / apprehend a suspect

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

9. Attending to and secure a crime / accident scene

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

10. Interrogate a suspect

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

11. Handle emotional clients and provide support to a victim

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

12. Handle calls via 10111 or CSC

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

13. Remember advice regarding missing persons to the public

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

14. Search a suspect/prisoner

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

15. Detain/book a suspect/prisoner

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

16. Handle prisoner complaints

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

17. Prepare a suspect for court

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

18. Release a prisoner/suspect

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

19. Inspect the cells

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

20. Assist during cell visit by the relatives of the detainees

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

21. Receive and register property

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

22. Check all property before handing over

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

23. Complete registers and fill out reports

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

24. Process bail conditions

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

25. Receive fine payments

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

26. Take down affidavits

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

27. Certify documents

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

28. Present evidence in court

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

29. Escort a prisoner in court

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

30. Handle all types of firearms

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

31. Search a house

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

32. Approach and search a vehicle

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

33. How to set up a roadblock

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

34. Identify and handle phiro-techniques

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

35. Counter grenade drill

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

36. Identify and handle different crowds

3- Competent		2-Developing competency		1-Not yet competent	
--------------	--	-------------------------	--	---------------------	--

Did the curriculum contribute to your understanding of the tasks to be performed? If your answer is no, please provide any suggestions for improvements.

.....

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.....

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Thank you for completing the questionnaire.

Annexure B

INTERVIEW QUESTIONNAIRE FOR LEARNERS

Feedback questionnaire to learners completing basic training (field-training phase) in the Pretoria Area on 2004-09-30

The purpose of this questionnaire is to determine whether the Basic Training Programme (field-training phase) assisted you to achieve the following competencies that are expected of an entry-level constable. *Please be completely honest. Your answers will be treated strictly confidentially.*

The questionnaire consists of 37 questions, which won't take more than 45 minutes of your time to complete.

SECTION A – Personal details of the learner

Persal number:.....

Name:.....

Age:.....

Male/ Female:.....

New Station:

SECTION B – Level of competencies achieved

You are asked to rate yourself on level of competency. A scale of three (3) is used. Mark the level of competency with a cross.

3 - competent; 2 – developing competency; 1 – not yet competent;

If scored *less than a three*. Please motivate the areas that you would want more training in.

Example**Completing a pocket book**

3-Competent		2-developing competency		1- not yet competent	X
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I'm not comfortable in making entries like injuries on duty.

1. Complete a case docket

3-Competent		2-developing competency		1- not yet competent	
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2. Register and transfer a case on the CAS system or case register

3-Competent		2-developing competency		1- not yet competent	
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3. Circulate stolen/found property

3-Competent		2-developing competency		1- not yet competent	
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4. Respond and attend to a complaint

3-Competent		2-developing competency		1- not yet competent	
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5. Interview a complaint and take down a statement

3-Competent		2-developing competency		1- not yet competent	
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6. Register a complaint

3-Competent		2-developing competency		1- not yet competent	
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7. Operate a police vehicle and its communication equipment

3-Competent		2-developing competency		1- not yet competent	
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8. Make an arrest/apprehend a suspect

3-Competent		2-developing competency		1- not yet competent	
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9. Attending to and securing a crime/accident scene

3-Competent		2-developing competency		1- not yet competent	
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10. Interrogate a suspect

3-Competent		2-developing competency		1- not yet competent	
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11. Handle emotional clients and provide support to a victim

3-Competent		2-developing competency		1- not yet competent	
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12. Handle calls via 10111 or CSC

3-Competent		2-developing competency		1- not yet competent	
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13. Render advice regarding missing persons to the public

3-Competent		2-developing competency		1- not yet competent	
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14. Search a suspect/prisoner

3-Competent		2-developing competency		1- not yet competent	
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15. Detain/book a suspect/prisoner

3-Competent		2-developing competency		1- not yet competent	
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16. Handle prisoner complaints

3-Competent		2-developing competency		1- not yet competent	
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17. Prepare a suspect for court

3-Competent		2-developing competency		1- not yet competent	
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18. Release a prisoner/suspect

3-Competent		2-developing competency		1- not yet competent	
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19. Inspect the cells

3-Competent		2-developing competency		1- not yet competent	
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20. Assist during cell visit by the relatives of the detainees

3-Competent		2-developing competency		1- not yet competent	
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21. Receive and register property

3-Competent		2-developing competency		1- not yet competent	
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22. Check all property before handing over

3-Competent		2-developing competency		1- not yet competent	
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23. Complete registers and fill out reports

3-Competent		2-developing competency		1- not yet competent	
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24. Process bail conditions

3-Competent		2-developing competency		1- not yet competent	
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25. Receive fine payments

3-Competent		2-developing competency		1- not yet competent	
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26. Take down affidavits

3-Competent		2-developing competency		1- not yet competent	
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27. Certify documents

3-Competent		2-developing competency		1- not yet competent	
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28. Present evidence in court

3-Competent		2-developing competency		1- not yet competent	
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29. Escort a prisoner to court

3-Competent		2-developing competency		1- not yet competent	
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30. Handle all *types* of firearms

3-Competent		2-developing competency		1- not yet competent	
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31. Search a house

3-Competent		2-developing competency		1- not yet competent	
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32. Approach and search a vehicle

3-Competent		2-developing competency		1- not yet competent	
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33. How to set up a roadblock

3-Competent		2-developing competency		1- not yet competent	
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34. Identify and handle phiro-techniques

3-Competent		2-developing competency		1- not yet competent	
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35. Counter grenade drill

3-Competent		2-developing competency		1- not yet competent	
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36. Identify and handle different crowds

3-Competent		2-developing competency		1- not yet competent	
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37. Feeding of prisoners

3-Competent		2-developing competency		1- not yet competent	
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Any additional comments

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Thank you for completing the questionnaire.

Annexure C

**INTERVIEW QUESTIONNAIRE
FOR SUPERVISORS**

**Feedback questionnaire of learners completing
basic training (field-training phase) in the
Pretoria Area on 2004-09-30**

The purpose of this questionnaire is to determine whether the Basic Training Programme assisted your learner to achieve the following competencies that are expected of an entry-level constable. *Please be completely honest. Your answers will be treated strictly confidentially.*

The questionnaire consists of 39 questions, which won't take more than 45 minutes of your time to complete.

SECTION A –Personal details of supervisor:

Name.....

Station:.....

SECTION B – Personal details of learner

Persal number:.....

Name:.....

Age:.....

Male/ Female:.....

New Station:

SECTION C – Level of competencies achieved

You are asked to rate your learner on level of competency. A scale of three (3) is used. Mark the level of competency with a cross.

3 - competent; 2 – developing competency; 1 – not yet competent;

NB: If score is less than three motivate

Example**Completing a pocket book**

3-Competent		2-developing competency		1- not yet competent	x
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The learner is not yet competent to make entries

1. Complete a case docket

3-Competent		2-developing competency		1- not yet competent	
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2. Register and transfer a case on the CAS system or case register

3-Competent		2-developing competency		1- not yet competent	
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3. Circulate stolen/found property

3-Competent		2-developing competency		1- not yet competent	
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4. Respond and attend to a complaint

3-Competent		2-developing competency		1- not yet competent	
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5. Interview a complaint and take down a statement

3-Competent		2-developing competency		1- not yet competent	
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6. Register a complaint

3-Competent		2-developing competency		1- not yet competent	
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7. Operate a police vehicle and its communication equipment

3-Competent		2-developing competency		1- not yet competent	
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8. Make an arrest/apprehend a suspect

3-Competent		2-developing competency		1- not yet competent	
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9. Attending to and securing a crime/accident scene

3-Competent		2-developing competency		1- not yet competent	
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10. Interrogate a suspect

3-Competent		2-developing competency		1- not yet competent	
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11. Handle emotional clients and provide support to a victim

3-Competent		2-developing competency		1- not yet competent	
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12. Handle calls via 10111 or CSC

3-Competent		2-developing competency		1- not yet competent	
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13. Render advice regarding missing persons to the public

3-Competent		2-developing competency		1- not yet competent	
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14. Search a suspect/prisoner

3-Competent		2-developing competency		1- not yet competent	
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15. Detain/book a suspect/prisoner

3-Competent		2-developing competency		1- not yet competent	
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16. Handle prisoner complaints

3-Competent		2-developing competency		1- not yet competent	
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17. Prepare a suspect for court

3-Competent		2-developing competency		1- not yet competent	
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18. Release a prisoner/suspect

3-Competent		2-developing competency		1- not yet competent	
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19. Inspect the cells

3-Competent		2-developing competency		1- not yet competent	
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20. Assist during cell visit by the relatives of the detainees

3-Competent		2-developing competency		1- not yet competent	
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21. Receive and register property

3-Competent		2-developing competency		1- not yet competent	
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22. Check all property before handing over

3-Competent		2-developing competency		1- not yet competent	
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23. Complete registers and fill out reports

3-Competent		2-developing competency		1- not yet competent	
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24. Process bail conditions

3-Competent		2-developing competency		1- not yet competent	
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25. Receive fine payments

3-Competent		2-developing competency		1- not yet competent	
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26. Take down affidavits

3-Competent		2-developing competency		1- not yet competent	
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27. Certify documents

3-Competent		2-developing competency		1- not yet competent	
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28. Present evidence in court

3-Competent		2-developing competency		1- not yet competent	
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29. Escort a prisoner to court

3-Competent		2-developing competency		1- not yet competent	
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.....

30. Handle all *types* of firearms

3-Competent		2-developing competency		1- not yet competent	
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31. Search a house

3-Competent		2-developing competency		1- not yet competent	
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32. Approach and search a vehicle

3-Competent		2-developing competency		1- not yet competent	
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33. How to set up a roadblock

3-Competent		2-developing competency		1- not yet competent	
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34. Identify and handle phiro-techniques

3-Competent		2-developing competency		1- not yet competent	
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35. Counter grenade drill

3-Competent		2-developing competency		1- not yet competent	
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36. Identify and handle different crowds

3-Competent		2-developing competency		1- not yet competent	
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37. Feeding of prisoners

3-Competent		2-developing competency		1- not yet competent	
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38. How many learners do you have under your supervision?
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39. How would you score the learner in relation to the other learners under your supervision?
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Thank you for completing the questionnaire.

Annexure D

**INTERVIEW QUESTIONNAIRE
FIELD-TRAINING OFFICER**

**Feedback questionnaire to learners completing
basic training (field-training phase) in the
Pretoria Area on 2004-09-30**

The purpose of this questionnaire is to determine whether the Basic Training Programme assisted your learner to achieve the attached competencies that are expected of an entry-level constable. *Please be completely honest. Your answer will be treated strictly confidentially.*

The questionnaire consists of seven questions, which will take less than 30 minutes to complete.

SECTION A – Personal details (FTO).

Persal number:.....

Name:.....

Station:

QUESTIONS:

SECTION B: Competency profile after college phase

1. What was your perception of your learner competencies after completing his/ her first phase of basic training?

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2. Could your learner perform all his competencies with confidence?

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3. List the three areas of competencies in which you think the learner is most competent?

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4. List the three areas of competencies in which you think the learner is least competent?

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SECTION C: Competency profile after field-training phase

5. Will you classify your learner as competent after the completion of the second phase of training? If no, what additional competencies should he/she still acquire?

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6. Do you think the learner will be able to live out the ethos of SAPS?

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7. Any additional comments?

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SUID-AFRIKAANSE POLISIEDIENS

SOUTH AFRICAN POLICE SERVICE

Your reference/U verwysing: -

My reference/My verwysing: 0606993-2

Enquiries/Navrae: Dir LL Gossmann

Tel: (012) 334-3727/90

DIVISIONAL COMMISSIONER
TRAINING

AFDELINGSKOMMISSARIS:
OPLEIDING

0001 : *PRETORIA*

Date: 24 May 2004

The Head: ETD Research and Curriculum Development
Assistant Commissioner C J Botha

**RESEARCH PROJECT: DIRECTOR L L GOSSMANN: PRETORIA
TRAINING COLLEGE**

1. Director L L Gossmann is a registered student at the Stellenbosch University and needs to complete a dissertation for his Masters in Public Administration (MPA).
2. It is envisaged to use the South African Police Service Training environment as a case study in the research.
3. The topic of the research is "Assessing the skills of entry-level constables after completion of the Police Basic Training Learning Programme."
4. The research will take place at the Basic Training College in Pretoria West and will not interfere with the official programme of the learners.
5. Your approval for conducting research in the Pretoria West Basic Training College will be appreciated.

Kind regards

DIRECTOR

**SECTION HEAD: ETD RESEARCH AND
CURRICULUM DEVELOPMENT
L L GOSSMANN**

APPROVED / NOT APPROVED

DIVISIONAL COMMISSIONER

**DIVISION TRAINING
G J KRUSER**